ISM2411:

Python for Business

97908, Section #004, 3 Credit Hours

COURSE SYLLABUS

Semester: Fall 2025
Class Meeting Days: W
Class Meeting Time: 03:30pm-04:45pm
Class Meeting Location: CHE 111
Instructor: Markum Reed, Ph.D.
Office Location: CIS2070B
Office Hours: MW 01:00pm-03:00pm
In-person and via Teams (click here)
Email: markumreed@usf.edu

I. Welcome!

Welcome to ISM2413 - Python for Business! This course is designed to introduce you, as a business student, to the exciting world of Python programming and how it can be applied to solve real-world business problems.

II. University Course Description

This course aims to provide a comprehensive introduction to Python programming, primarily focusing on applications relevant to business analytics. Students will not only master the fundamentals of programming but will also delve deeper into data manipulation, data cleaning, and basic analytics techniques, all through the lens of Python.

III. Course Prerequisites

- **Technical Requirements:**
  - Software: Thonny IDE for coding in Python (thonny.org)
  - Hardware: A personal laptop (MacOS or Windows) with at least 8 GB RAM.
  - Online Platforms: Canvas for course materials, quizzes, assignments, and announcements.

- **Academic Readiness:**
  A keen interest in learning programming and its applications in the business world is highly recommended.

IV. Course Purpose

In today's data-driven world, businesses of all sizes are using data to:

- Analyzing customer demographics, purchase history, and online behavior to tailor products and services.
- Optimize operations: Streamlining processes, improving efficiency, and reducing costs by analyzing operational data.
- Identify market trends: Spotting emerging trends and opportunities by analyzing market data, social media, and news.
- Make informed strategic decisions: Using data to support strategic planning, risk assessment, and investment decisions.

Python has become a leading language for business analytics because it's:

- Versatile: Python can handle a wide range of tasks, from data cleaning and manipulation to statistical analysis and machine learning.
- Easy to Learn: Python has a relatively simple syntax, making it easier to learn than many other programming languages.
- Powerful Libraries: Python boasts a rich ecosystem of libraries like NumPy and Pandas that provide powerful tools for data analysis.
- Large Community: A large and active community means ample support, resources, and readily available solutions.

In this course, we'll focus on practical applications. You'll learn how to use Python to analyze real business datasets, extract meaningful insights, and make data driven recommendations.

V. Course Format

This course is offered in two sections, each incorporating the use of Top Hat for quizzes and interactive participation.

Format: This course will meet in person at the scheduled class times. Sessions will include live lectures, discussions, and hands-on activities. Canvas will be used for quizzes, participation activities, and access to course materials. Attendance and active participation during scheduled class times are required.

All sections are designed to provide a comprehensive learning experience through a combination of lectures, quizzes, and hands-on practice. Top Hat will be an integral tool across all sections, so please ensure you are familiar with its use and prepared to participate fully.

This course is designed to take learners from no prior programming experience to proficiency in Python, with a focus on applying Python skills in business contexts. The learning process is structured to ensure a comprehensive understanding of Python fundamentals and their relevance to real-world business scenarios. The course includes the following key elements:

elements:

1. Delivery Modality

- The course is delivered fully online and is 100% asynchronous, allowing learners to progress through weekly modules at their own pace.

2. Module Structure

- Each week, learners will focus on specific Python programming concepts, starting from the basics and gradually advancing to more complex topics. Modules are designed to balance conceptual learning with practical application, ensuring a well-rounded skill set.

3. Learning Activities

- Lectures: Interactive lectures introduce new programming concepts and demonstrate their application to business scenarios, emphasizing practical relevance.
- Hands-on Practice: Coding exercises and examples allow learners to immediately apply what they have learned. These activities are designed to simulate real-world business challenges.

4. Assessments

- Quizzes: Module quizzes assess learners' comprehension of the material and provide feedback on areas for improvement.
- Discussion Forums: Each module will have a discussion forum where students respond to a reflective question, share ideas, and engage in discussions. Students are encouraged to participate actively and to respond to their peers' posts.
- Assignments: Practical, business-oriented coding assignments reinforce understanding and provide opportunities to practice problem-solving skills in realistic contexts.

VI. Student Learning Outcomes

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

- Apply fundamental programming concepts.
- Work effectively with Python's built-in data structures.
- Use NumPy and Pandas for business data manipulation and analysis.
- Create clear and informative data visualizations using Matplotlib and Seaborn.
- Apply Python programming skills to analyze business data and solve real-world problems.
- Interpret and communicate the results of data analysis in a business context.

VII. How to Succeed in this Course

To succeed in this course, students are encouraged to actively engage with all course materials, participate in class discussions, and complete assignments on time. Regular attendance is crucial, as is the willingness to collaborate with peers and seek feedback from instructors. Success in this course also requires effective time management and the ability to apply critical thinking skills to solve problems and analyze concepts. Students should make use of office hours and other resources provided by the instructor to clarify doubts and deepen their understanding of the subject matter. By maintaining a proactive and open-minded approach to learning, students can achieve their goals and excel in this course.

VIII. Academic Continuity

During the semester, unforeseen circumstances such as pandemics or extreme weather events may necessitate a transition to remote instruction. In the event of such disruptions, our priority remains the continuity of your education with minimal impact on your learning experience. Should we need to move from in-person to remote instruction, students enrolled in in-class lectures will be required to attend live, synchronous sessions through Microsoft Teams to maintain the interactive aspect of the course. Links to these sessions will be provided in the course's Canvas section, ensuring that you have all the necessary information to participate fully. For those already enrolled in online sections, there will be no change to your course delivery method. Additionally, if there is a lack of access to the internet due to extreme weather, lecture recordings will be made available to ensure all students can stay up to date. Our aim is to provide a seamless transition and maintain the high standards of education you expect, regardless of the circumstances.

IX. Communication

Please use Canvas, email, or office hours for all communications with the professor.

Include Essential Information:

- Your full name and U number.
- Your course and section number.
- The specific reason for your message.

Coding Issues:

- If your inquiry involves coding errors, include your GitHub link to the updated code along with a clear screenshot of the error.
- Make sure your GitHub profile has the full code, and all necessary files needed to reproduce the error.

Professionalism:

- Begin your message with a proper greeting, using "Dr." or "Professor" followed by the professor's last name.
- End your message with a respectful sign-off, including your full name and U number.
- Following these guidelines ensures your communications are clear, professional, and allow for efficient resolution of your queries or concerns.

X. Grading Scale

Score	Grade
≥97	A+
≥94	A
≥90	A-
≥87	B+
≥84	B
≥80	B-
≥77	C+
≥74	C
≥70	C-
≥67	D+

≥64	D
≥60	D-
Below 60	F

XI. Grade Categories and Weights

Component	Weight
Quizzes	35%
Assignments	35%
Discussion Forums	10%
Attendance/In-class Participation (Quiz)	20%

XII. Instructor Feedback Policy & Grade Dissemination

To ensure a structured and supportive learning environment, this course includes a clear plan for response times and feedback on assignments. Understanding when and how feedback will be provided is crucial for student success and continuous improvement. Here's an outline of our plan:

- **Classroom Response Time:** Inquiries made via Canvas, email, or during office hours will receive a response within 48 hours on weekdays. This ensures that students have timely support for their academic needs and clarifications.
- **Feedback on Assignments and Assessments:**
  - Grades Communication: Students will learn of their grades from assignments and assessments through the Canvas platform. This centralized approach ensures that you have constant access to your performance metrics and can track your progress throughout the course.
  - Feedback Timing: Feedback on assignments and assessments will be provided within one week of the submission deadline. This allows students to receive prompt insights into their work, understand areas of strength, and identify opportunities for improvement.
- **Continuous Improvement:** Students are encouraged to use the feedback not just as a measure of past performance but as a guide for future improvement. Engaging with the feedback and applying it to subsequent assignments is crucial for academic growth.

By adhering to this plan, we aim to maintain a supportive and transparent educational environment where students feel informed and empowered to enhance their learning journey.

XIII. Course Schedule.

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

Week	Module # and Name	Content Summary	Assessments
1	Module 1: Introduction to Python and Its Business Applications	Overview of Python, its role in business, comparison with other tools, Thonny IDE setup, and basic programming	Module 1 Quiz (5 multiple-choice questions, up to 5

Week	Module # and Name	Content Summary	Assessments
		concepts like comments, print, variables, and simple debugging.	attempts, highest score recorded)
2	Module 2: Python Fundamentals – Variables, Data Types, and Arithmetic Operations	Covers variables, core data types (integers, floats, strings, booleans), type conversion, arithmetic operations, order of operations, and an introduction to the math library with business examples.	- Module 2 Quiz (5 multiple-choice questions, up to 5 attempts, highest score recorded) - Module 2 Assignment
3	Module 3: Working with Text – Strings, Input, and Output	Focuses on string fundamentals including immutability, indexing, slicing, basic operations, string methods, user input with input(), input handling/validation, and output formatting with f-strings.	- Module 3 Quiz (5 multiple-choice questions, up to 5 attempts, highest score recorded) - Module 3 Assignment
4	Module 4: Organizing Data – Lists and Tuples	Introduces collections, focusing on lists (ordered, mutable) and tuples (ordered, immutable). Covers creation, accessing elements (indexing, slicing), modification methods for lists, tuple unpacking, and choosing between lists and tuples.	- Module 4 Quiz (5 multiple-choice questions, up to 5 attempts, highest score recorded) - Module 4 Assignment
5	Module 5: Data Lookup with Dictionaries and Basic Data Aggregation	Introduces dictionaries for key-value mapping and efficient data lookup. Covers dictionary creation, operations (accessing, adding, modifying, removing entries), dictionary views, and basic data aggregation functions (len(), sum(), min(), max()).	- Module 5 Quiz (5 multiple-choice questions, up to 5 attempts, highest score recorded) - Module 5 Assignment
6	Module 6: Control Structures – Conditional Logic and Branching	Focuses on decision-making using if, if-else, and if-elif-else structures, comparison and logical operators, nested conditionals, and a brief intro to loops (for, while) and control statements (break, continue).	- Module 6 Quiz (5 multiple-choice questions, up to 5 attempts, highest score recorded) - Module 6 Assignment
7	Module 7: Control Structures – Loops and Repetition	Details for and while loops for automating repetitive tasks, definite iteration (range()), indefinite iteration, loop control (break, continue), nested loops, and integrating loops with conditionals.	- Module 7 Quiz (5 multiple-choice questions, up to 5 attempts, highest score recorded) - Module 7 Assignment
8	Module 8: Building Blocks – Functions and Modular Programming	Explains rationale for functions (DRY principle), defining (def, docstrings), parameters/arguments (positional, keyword, default), returning values, variable scope, lambda functions, and modular design principles.	- Module 8 Quiz (5 multiple-choice questions, up to 5 attempts, highest score recorded) - Module 8 Assignment
9	Module 9: Introduction to Data Analysis with Pandas	Introduces Pandas library, Series and DataFrames, creation, inspection, selection/filtering (including boolean indexing), basic descriptive statistics, and handling missing data.	- Module 9 Quiz (5 multiple-choice questions, up to 5 attempts, highest score

Week	Module # and Name	Content Summary	Assessments
			recorded) - Module 9 Assignment
10	Module 10: Data Manipulation and Cleaning with Pandas	Covers data wrangling techniques: handling missing data, correcting data types, modifying DataFrames, applying transformations (.apply(), .map()), string methods with .str, sorting, and managing duplicates.	- Module 10 Quiz (5 multiple-choice questions, up to 5 attempts, highest score recorded) - Module 10 Assignment
11	Module 11: Data Visualization with Matplotlib	Introduces visualization concepts and Matplotlib library. Covers line, bar, scatter, histogram, pie charts; customizing plots (titles, labels, legends, colors, styles), and Pandas plotting integration.	- Module 11 Quiz (5 multiple-choice questions, up to 5 attempts, highest score recorded) - Module 11 Assignment
12	Module 12: Introduction to Basic Business Analytics Concepts	Introduces analytics framework (descriptive, diagnostic, predictive, prescriptive), statistics (central tendency, dispersion, correlation), predictive modeling (simple regression), and communicating findings.	- Module 12 Quiz (5 multiple-choice questions, up to 5 attempts, highest score recorded) - Module 12 Assignment

* Note: The Schedule is subject to revision

XIV. 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

XV. Course Policies: Grades

If you want to discuss the grading of an assignment, please reach out to your professor within **one week** of receiving your grade on Canvas. After this period, it will be assumed that you accept the grade, and no further discussions on the assignment's grading will be possible.

Late Work Policy:

Late quizzes will not be accepted. Assignments submitted late will incur a 25% deduction per day.

Medical Excuses:

Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as a sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms should contact immediately the Student Health Services (813-974-2331) on the Sarasota-Mantatee and

Tampa campus or the Wellness Center (727-873-4422) on the St. Petersburg campus for appropriate medical guidance and to obtain a verification of care letter. Students may turn to other health providers as well. **To be approved for missed classes, late assignments or missed examinations a verification of care letter must be presented by the student to the faculty member upon return to class.**

Extra Credit Policy:

There are no opportunities for extra credit in this course. Students' focus should be on the primary work in the 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.

Attendance Policy:

Be familiar with and follow the class attendance policy information in the USF Faculty Handbook (pgs. 39-41) and the Undergraduate Catalog, which highlights supporting students for university sponsored events, jury duty, and other cases.

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

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

Campus Free Expression:

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Make-up Exams Policy:

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.

Exam Retention Policy:

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

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:

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 80% of your grade for this project. The final 20% 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. 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.

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

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

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

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

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was

presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

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

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

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

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

*Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns. Students are strictly responsible for ensuring that they take all exams using a reliable computer and high-speed internet connection. Setup information will be provided prior to taking the proctored exam. To use Honorlock, students are required to download and install the **Honorlock Google Chrome extension**. For additional information please visit the **USF online proctoring student FAQ** and **Honorlock student resources**.*

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

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

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

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

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

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

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

XVII. Course Policies: Student Expectations

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

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each another and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy: It is recommended you include the paragraph below verbatim.

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

Course Policy on Acceptable Use of Generative AI Tools:

The professor recognizes the growing role of AI tools in academia and the professional world, while maintaining academic integrity and promoting responsible use of technology. By permitting the use of AI tools in this course, students are encouraged to explore new ways of thinking critically and communicating effectively, and to adapt to the evolving digital landscape. This course policy can be adjusted to meet specific learning goals, including use in certain assignments and not others, and adjusting the student responsibilities section.

Purpose:

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.

Policy:

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 **NOT** 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.

3. **Student Responsibility:** Students are responsible for appropriately using generative AI tools in their work. The use of AI generative material is NOT permitted. However, below is how students could use AI responsibly in OTHER courses. This includes:

    1. Citing all AI-generated content used in their submissions. Consider a formatting option from USF Library Guide; 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.

    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.

    5. 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).

4. 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.

5. 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.

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 specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy: Offer specifics about your policy on professionalism or late arrivals.
Example: Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com: If you are using this plagiarism-detection service, it is recommended that you clearly state so on the syllabus. In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. Turnitin provides an originality report letting the instructor know how much of the assignment is original.
Example: *In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com. Essays are due at turnitin.com the same day as in class.*

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

End of Semester Student Evaluations: Explain the evaluations and context.
Example: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy: Explain the policy about food/drinks in this particular classroom.

Example: Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

XVIII. 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.
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.
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.
Writing studio website for the Tampa campus.
Writing studio website for the St. Pete campus.
Writing studio website for the Sarasota-Manatee campus.

XIX. Important Dates to Remember

All the dates and assignments are tentative and can be changed at the discretion of the professor. For important USF dates, see the Academic Calendar (http://www.usf.edu/registrar/calendars/) at http://www.usf.edu/registrar/calendars/ (http://www.usf.edu/registrar/calendars/)

Date	Event
Aug 25	Fall classes begin
Sep 1	Labor Day holiday – no classes, USF closed
Oct 3	Graduation application deadline for Fall 2025 term
Nov 1	Last day to withdraw (no refund, no academic penalty)
Nov 3	Spring registration begins for degree-seeking students
Nov 27–28	Thanksgiving holiday – no classes, USF closed
Dec 5	Fall classes end
Dec 6–11	Fall Final Exam Week
Dec 11	End of term & last day to apply to graduate for Fall 2025 term