



SSE 4600
Reading & Basic Skills in Social Studies
54599 001
Summer 2026

Instructor Name

Clarence Walker

University Course Description

Reading skills and other basic skills as applied to the social studies are examined. Students plan and present instruction appropriate to the social studies classroom. Fieldwork in middle or senior high schools is required. Restricted to majors.

Course Prerequisites

Prerequisite(s):

Corequisite(s):

Course Format

This course is delivered completely online, asynchronously.

Student Learning Outcomes

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

- a. Critically examine reading and writing strategies for social studies education by reading articles, examining lesson plans, and watching instructional videos.
- b. Demonstrate an appreciation of the vocabulary and effective strategies of reading instruction.
- c. Demonstrate knowledge of goals, methods, and strategies of reading and writing in social studies education.
- d. Perform research into social studies content in preparation of a reading and writing lesson plan.
- e. Synthesize, apply, and assemble various strategies that demonstrate a command of reading and writing methods and content that result in a creative, orchestrated, multiday lesson plan.
- f. Demonstrate a Professional Disposition appropriate to success in practice and the profession (see COEDU/SSE Professional Disposition Policy in Canvas for specific indicators).

Course Objectives

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

- Design standards-based lesson plans
- Align instruction with state and national standards
- Integrate best practices in literacy to enhance social studies teaching and learning

Required Texts and/or Readings and Course Materials

All required readings are provided via Canvas.

Supplementary (Optional) Texts and Materials

None.

Grading Scale

Grading Scale

Grade	Maximum	Minimum
A	100 %	to 94.0%
A-	< 93.0 %	to 90.0%
B+	< 89.0 %	to 87.0%

Grade	Maximum	Minimum
B	< 86.0 %	to 84.0%
B-	< 83.0 %	to 80.0%
C+	< 79.0 %	to 77.0%
C	< 76.0 %	to 74.0% A "C" is the minimum grade not to have to retake the course for MATs
C-	< 73.0 %	to 70.0% A "C-" is the minimum grades not to have to retake the course for Undergraduates
F	< 69.0 %	to 0.0%

Grade Categories and Weights

Grade Categories and Weights

Grade Categories & Weights	
Assessment	Percent of Final Grade
Quizzes	15%
Prereading & Concept Wheel Lesson Plan	20%
Annotated Bibliography	15%
Primary Source Document Lesson Plan	20%
Best Practices Resource Handout	20%
Professional Dispositions	10%
Total	100 %

Instructor Feedback Policy & Grade Dissemination

Assignments

All assignments have detailed directions and are to be submitted via Canvas using the provided templates. According to University guidelines, the use of an AI text generator when an assignment does

not explicitly call or allow for it without proper attribution or authorization is plagiarism. **In this course, the use of Artificial Intelligence Text Generators is not allowed.**

Quiz grades are posted automatically by Canvas.

Assignment scores and feedback are posted within one to two weeks of the assignment's due date.

Course Schedule

Course Schedule

Module/ Week #, Course Session, & Course Topics	Assignments Due
Week/Module 1 (5/19/26) • Course Introduction • Overview of the Course, Syllabus (e.g., grading, course policies, assignments, etc.) & Tour of Canvas • Standards-Based Education	Assignments Due Today: • Attend Teams Meeting Assignments/Readings for Next Class: • Lesson Plan Analysis due next week • Review: Course content (e.g., Canvas, syllabus, expectations, assignments). • Read: Mesoamerican Civilizations • Read: Argentar, D. M., et al. (2020). Chapter 1: Collaboration, learning, and results. Chapter from “Reading and writing strategies for the secondary social studies classroom in a PLC at work.” • Read: Ogle, D. & Klemp, R. (2007). Chapter 1: Reading social studies texts. Chapter from “Building literacy in social studies education.”

Module/ Week #, Course Session, & Course Topics	Assignments Due
Week/Module 2 (5/26/26)	Assignments/Readings Due Today: • <u>Complete & Submit:</u> Lesson Plan Analysis by Tuesday, May 26, 2026, by 11:59 pm • <u>Complete:</u> Practice Quiz by 11:59 pm • Mesoamerican Civilizations • Argentar, D. M., et al. (2020). Chapter 1: Collaboration, learning, and results. Chapter from "Reading and writing strategies for the secondary social studies classroom in a PLC at work." • Ogle, D. & Klemp, R. (2007). Chapter 1: Reading social studies texts. Chapter from "Building literacy in social studies education." Assignments/Readings for Next Class: • Annotated Bibliography due next week • <u>Read:</u> Early North & South America • <u>Read:</u> Argentar, D. M., et al. (2020). Chapter 3: Pre-reading. Chapter from "Reading and writing strategies for the secondary social studies classroom in a PLC at work." • <u>Read:</u> Argentar, D. M., et al. (2020). Chapter: 4 During reading strategies. Chapter from "Reading and writing strategies for the secondary social studies classroom in a PLC at work."
Week/Module 3 (6/2/26) • Organization of Reading Instruction	Assignments/Readings Due Today: • <u>Submit:</u> Annotated Bibliography by 11:59 pm. • Early North & South America

Module/ Week #, Course Session, & Course Topics	Assignments Due
	- Argentar, D. M., et al. (2020). Chapter 3: Pre-reading. Chapter from "Reading and writing strategies for the secondary social studies classroom in a PLC at work." - Argentar, D. M., et al. (2020). Chapter: 4 During reading strategies. Chapter from "Reading and writing strategies for the secondary social studies classroom in a PLC at work." Assignments/Readings for Next Class: - Quiz #1 Read: The Fertile Crescent Read: Ogle, D. & Klemp, R. (2007). Chapter 6: Strategies for textbook literacy. Chapter from "Building literacy in social studies education." Read: Wolk, S. (2003). Teaching for effective literacy in social studies.

Module/ Week #, Course Session, & Course Topics	Assignments Due
Week/Module 4 (6/9/26) • Close Reading & Pre-reading	Assignments/Readings Due Today: • <u>Complete:</u> Quiz #1 by 11:59 pm. • The Fertile Crescent • Mesoamerican Civilizations • Ogle, D. & Klemp, R. (2007). Chapter 6: Strategies for textbook literacy. Chapter from "Building literacy in social studies education." • Wolk, S. (2003). Teaching for effective literacy in social studies. Assignments/Readings for Next Class: • Prereading & Concept Wheel Lesson Plan due next week • <u>Read:</u> Ancient Egyptians • <u>Read:</u> Townsend, D., et al. (2020). Word walls in social studies: One solution to the "vocabulary conundrum."
Week/Module 5 (6/16/26) • Best Practices for Literacy in Social Studies Education	Assignments/Readings Due Today: • <u>Submit:</u> Prereading & Concept Wheel Lesson Plan by 11:59 pm. • Ancient Egyptians • Townsend, D., et al. (2020). Word walls in social studies: One solution to the "vocabulary conundrum." Assignments/Readings for Next Class: • <u>Read:</u> Nubia • <u>Read:</u> Pitts, B., et al. (2023). A framework for using notable social studies picture books in high school.

Module/ Week #, Course Session, & Course Topics	Assignments Due
Week/Module 6 (6/23/26) • Annotating & Concept Wheels • Annotating & Multisensory Approaches	Assignments/Readings Due Today: • Nubia • Pitts, B., et al. (2023). A framework for using notable social studies picture books in high school. Assignments/Readings for Next Class: • <u>Read:</u> Judaism & The Jewish People • <u>Read:</u> Wineburg, S., & Martin, D. (2009). Tampering with history: Adapting primary sources for struggling readers. • <u>Read:</u> Cruz, B. C. & Thornton, S. J. (2025). Chapter 1.4: The process of English language learning in the social studies classroom and what to expect. Chapter from <i>Teaching social studies to English language learners</i> (3rd edition)."

Module/ Week #, Course Session, & Course Topics	Assignments Due
Week/Module 7 (6/30/26) Literature in Social Studies Education	Assignments/Readings Due Today: Complete: Quiz 2 by 11:59 pm. - Judaism & The Jewish People - Wineburg, S., & Martin, D. (2009). Tampering with history: Adapting primary sources for struggling readers. - Cruz, B. C. & Thornton, S. J. (2025). Chapter 1.4: The process of English language learning in the social studies classroom and what to expect. Chapter from <i>Teaching social studies to English language learners</i> (3rd edition)." Assignments/Readings for Next Class: Primary Source Document Lesson Plan due next week Read: Early African Civilizations Read: Cruz, B. C., & Thornton, S. J. (2025). Chapter 1.2: Not All ELLs and Families are the Same. Chapter from <i>Teaching social studies to English language learners</i> (3rd edition).

Module/ Week #, Course Session, & Course Topics	Assignments Due
Week/Module 8 (7/7/26) Visual Arts & Social Studies Education	Assignments/Readings Due Today: Submit: Primary Source Document Lesson Plan by 11:59 pm. - Early African Civilizations - Cruz, B. C., & Thornton, S. J. (2025). Chapter 1.2: Not All ELLs and Families are the Same. Chapter from <i>Teaching social studies to English language learners</i> (3rd edition). Assignments/Readings for Next Class: Read: The Ancient Greeks Read: Field, S. L. et al. (2011). Every Day Successes: Powerful Integration of Social Studies Content and English-Language Arts
Week/Module 9 (7/14/26) Contextualization & Primary Documents	Assignments/Readings Due Today: - The Ancient Greeks - Field, S. L. et al. (2011). Every Day Successes: Powerful Integration of Social Studies Content and English-Language Arts Assignments/Readings for Next Class: Best Practices Resource Handout due next week Read: The Roman Republic Read: Holmes, K., et al. (2007). Reading in the social studies: Using subtitled films. Read: Wilkins, K. H., et al. (2008). Images of struggle and triumph: Using picture books to teach about civil rights in the secondary classroom.

Module/ Week #, Course Session, & Course Topics	Assignments Due
Week/Module 10 (7/21/26) • Social Studies Education & English Language Learners	Assignments/Readings Due Today: • Best Practices Resource Handout due by 11: 59 pm • Complete: Quiz #3 by 11:59 pm • Best Practices Resource Handout by 11:59 pm. • End of Semester

***Course schedule is subject to change**

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, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published

or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

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, contact USF's IT department at (813) 974-4357 or help@usf.edu.

Honor Code: Students are prohibited from informing current or future students about quiz questions and answers or providing copies of assignments. Students are prohibited from soliciting information about quizzes or using prior students' work.

Late Work & Professionalism: This course is intended to prepare you to enter a demanding profession. You are expected to submit each assignment on time and as defined in these course materials. Students who do not submit each assignment or only partial assignments will lose Professional Disposition points in addition to the loss of points on the assignment itself.

Failure to submit an assignment or an assignment judged to be incomplete or reflect little effort also results in a loss of Professional Disposition points. See COEDU/SSE Professional Disposition Policy in Canvas.

Professional Dispositions

You are expected to demonstrate the dispositions appropriate to the profession based on in-class and out-of-class behaviors and interactions with the instructor, colleagues, and students. These behaviors and interactions will be based primarily on the subjective assessment of the instructor and program faculty and will play a major part in determining your grades. These behaviors must be consistent with the Accomplished practices adopted by the State of Florida. These accomplished practices have established what teachers should know and be able to do upon completion of our Florida Department of Education-approved Social Science Education Program.

Professional Disposition Indicators

- Self-initiative
- Self-sufficiency
- Ability to complete work autonomously
- Timely submission of assignments
- Following directions
- Careful preparation
- Organization skills
- Attendance and punctuality
- Civility, diplomacy, and sensitivity to others
- Thoughtful participation
- With-it-ness
- Honesty
- Enthusiasm for new ideas & intellectual curiosity
- Openness to new ideas
- Positive response to feedback

Assessment Philosophy:

Unlike courses in the “liberal arts,” where a professor is not preparing students for a profession, most education methods courses are intended to prepare individuals to enter a profession, especially the teaching profession. In short, a teacher candidate's disposition should include authenticity, autonomy, efficacy, agency, creativity, organizational skills, and a democratic ideology (see COEDU/SSE Professional Disposition Policy in Canvas for specific indicators). As a result, the SSE methods courses are not just about assessing knowledge but require the candidate's ability to apply knowledge. The application of knowledge relies on a disposition appropriate to the teaching profession. Research demonstrates that dispositions are learned at an early age and by late teenage years, it is difficult to acquire new ones and can only be acquired by the individual's commitment to change cognitively and behaviorally. Not everyone has the disposition to be successful in the profession they chose. The assessment in a course in the practice of teaching is intended to indicate to the students not only their ability to acquire knowledge, but also their potential to be a successful member of the profession.

Extra Credit Policy: There are no extra credit assignments.

Attention Retention Policy: Students are to retain copies of their assignments. Assignments and Quiz results are available until the end of the semester

Grad

Posting: Quiz grades are posted immediately. Assignment assessments and feedback are posted within one to two weeks of the due date.

Quizzes

Score Calculation: Your score is the score calculated by the programmed software and is reported to you as soon as you finish the quiz.

Quiz Integrity: To protect the integrity of the course for future students, your correct and incorrect answers to quiz questions are not posted.

Quiz Honor Policy: You are to take the quiz by yourself; that is you and a colleague are prohibited from consulting while taking the quiz. You are prohibited from copying quiz questions and disseminating the questions. Such activity is considered cheating. You are welcome to have notes and other resources you used to prepare for the quizzes, see "Quiz Focus" in each module as a way to prepare for the quiz.

Quizzes Make-up Policy: There are no make-up quizzes. Quizzes are released at 5 pm on Mondays (as indicated by the course calendar) and closed at 11:59 pm on the Monday that they are released.

Quiz Timing: USF has found that quizzes' appearance on your PC may come slightly (minutes) later than the announced start time due to several reasons.

Possible Problems

1. You may have an older computer.
2. You may not have at the very least a 50 MBPS high-speed connection,
3. Your provider may have been having a problem on that date or generally.
4. You may be using an out-of-date browser.

Solutions

- A. Take the quiz on campus on a USF computer in a lab or at the library (they have T3, usually 1000 MBPS or higher lines).
- B. Use a more current computer on- or off-campus.
- C. Have no other software running, that is, shut everything down except your browser.
- D. Update your browser to the latest version.
- E. Try a different browser, Microsoft Edge, Chrome, or Firefox.
- F. If it is a WIFI connection issue, switch to a LAN line or move closer to the WIFI source to increase your speeds.

Technology Problems: Unless they affect ALL students, they are not an excuse for not completing a quiz at the time and day specified. If there is a technological glitch that you think might be affecting all students, send an email to the instructor, but you should assume it is not a universal problem, but a problem on your end. If there is a universal problem (i.e., it affects all students), the quiz will be rescheduled.

Assignments Autonomy: Students are expected to complete assignments autonomously. In this sense, they are a simulation of the teacher's work environment where you may find yourself without a support system. The use of other students' assignments is considered cheating.

Quality of Work: The quality (form and substance) of your submissions, as specified by the instructor, is a statement about you, your aspirations, disposition, skills, and knowledge. Every submission should be created as if it were to appear in a portfolio that you would submit for a job interview. Submissions judged as "Sloppy," incomplete,

having a lack of effort, etc., will be reflected in both your assignment grade and disposition grade.

Software: MS Word must be used. Students who have tried to use open-source software in the past, such as Libre Office rather than MS Office, have found conversion and other problems with their submissions and it has adversely affected their grades. In those cases, the assignment is not accepted. The templates for assignments must be used and kept in the prescribed format.

The Writing Studio: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a 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, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor, or call 813- 974-8293.

Templates and Directions: There are detailed directions and a template for each assignment, which, combined, are more detailed than a rubric. Students must use the directions and template from the semester in which they are enrolled. Students should download both and use the directions document as a “check off” to ensure they have met the expectations.

Late Assignment Policy: Late assignments are accepted only if there is a documentable, demonstrable, unequivocal, and unavoidable situation, such as hospitalization or immediate significant family tragedy, and an explanation to the instructor. Contact the instructor within 24 hours of missing a deadline for an assignment to be considered. All quizzes are given only once at the assigned time posted in Canvas.

The "Corrupted Files" Excuse! is not acceptable: If a file that you submit as an assignment is not readable by the professor, it is considered to be not submitted, and the grade will be 0. Before uploading a file, it is the student's responsibility to create the file in the required format and verify that the file can be opened in MS Word or Adobe. This can be accomplished by closing and reopening it from your folder once you have created it, emailing it to yourself and then opening it, or emailing it to another computer and opening it.

Assignment Resubmission Policy: None. If you were a teacher, your principal would expect you to come to school prepared to teach the lesson plans you so diligently created. This class prepares you to enter a profession where you must demonstrate the autonomy to be successful. Questions about assignments and whether "you are on the right path" are encouraged via Canvas email. The instructor for this course has developed detailed directions for the assignments and templates, but will gladly respond to all specific questions about the course and assignments.

Assignment Feedback: Expectations for each assignment are spelled out by the instructor to avoid confusion and to increase the likelihood that you will do well in the assignment. Additionally, a required template is provided to further assist you in structuring your submissions. These assignments have been refined over many semesters and in every class taught to date. Multiple students have received 100% of the points. Students who receive grades that they wish they did not receive should reflect carefully on their work and the commitment of time and thought dedicated to the assignment. Extensive feedback is given to students who score below 90% within one to two weeks of the due date of the assignment through the comment sections of the grade book.

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.

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.

Course Policies: Technology and Media

This course is 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 consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

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 other 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

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

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.

Professionalism Policy

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

Turnitin.com

In this course, turnitin.com may 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.

Email and Discussion Board Guidelines

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

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

Food and Drink Policy (for in-campus sessions only).

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

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

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

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Service Support Tampa Campus](#)

[USF IT Support St. Pete Campus](#)

[USF IT Support Sarasota-Manatee Campus](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

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

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

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

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

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

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

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

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

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

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

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

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)