

INSTRUCTIONAL RESOURCE GUIDE

FOR NEW FACULTY AND GRADUATE TEACHING ASSISTANTS

2005...

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UNIVERSITY OF SOUTH FLORIDA

THIS **RESOURCE GUIDE** PROVIDES A CONCISE INTRODUCTION TO THE INSTRUCTIONAL RESOURCES AND ACADEMIC SUPPORT SERVICES AVAILABLE TO FACULTY AND GRADUATE TEACHING ASSISTANTS AT USF. STRATEGIES DESIGNED TO INCREASE INSTRUCTORS' EFFECTIVENESS IN THE CLASSROOM ARE ALSO HIGHLIGHTED.

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TEACHING EXCELLENCE
(C²¹TE)**

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PREFACE

Welcome. The University of South Florida (USF) offers many exciting opportunities and challenges for classroom teachers. USF was founded and accredited by the Southern Association of Colleges and Schools in 1956. It has grown to become the 3rd largest university in the Southeast with more than 42,000 students. A Comprehensive Research I Institution, USF offers more than 200 undergraduate, masters, specialty and doctoral programs, including the doctor of medicine. USF attracts top students with approximately 40 National Merit, National Hispanic and National Achievement scholars currently enrolled.

USF ranks among the top public research universities in the country, with more than \$290 million in sponsored research, and is becoming a model urban research university for the 21st century. USF has four campuses located in the Tampa Bay Region - one of the fastest-growing metropolitan areas of the nation. These campuses are located in Tampa, Sarasota-Manatee, St. Petersburg, and Lakeland. Readers desiring a brief sketch of each campus' operation are advised to consult the current *University of South Florida Undergraduate Catalog*. USF's home page on the World Wide Web (WWW) can be found at <http://www.usf.edu>.

This *Resource Guide*, prepared by the Center for 21st Century Teaching Excellence, provides a concise introduction to the instructional resources and academic support services currently available to faculty and graduate teaching assistants at USF. Strategies designed to increase instructors' effectiveness in the classroom are also highlighted. A question and answer format has been used to maximize clarity and to minimize reading time.

This document is not intended as a replacement for the more comprehensive brochures and publications distributed by individual campus units. Further, this *Resource Guide* is not intended to function as a definitive text on teaching excellence. A library of excellent texts on teaching effectiveness is available for instructor use in the Center for 21st Century Teaching Excellence, SVC 1072.

INTRODUCTION

What are some demographic and academic characteristics of USF students?

- USF's student population is both large and diverse. Among the 42,000 students who attend classes at USF, there are approximately 30,000 undergraduate students, 7,000 graduate students, and more than 2,000 students who are enrolled as professional, unclassified or non-degree seeking. Approximately 21,000 are full-time students enrolled in twelve or more hours and 16,000 are classified as part-time students.
- 93% (36,270) of the University's students are Florida residents. USF also enrolls approximately 1,000 non-Florida resident students and 2,000 non-US resident students.
- Academically, USF undergraduates compare favorably with students at Florida's other state universities. The average SAT score for first-time-in-college students is approximately 1,100. USF's first-time-in-college students enter with an average high school grade point average of 3.60.
- USF serves students in a large metropolitan community. The vast majority of students live off-campus while approximately 4,000 students live in residence halls. A large percentage of students hold either on-campus or off-campus jobs while attending classes. When planning course assignments, new instructors should anticipate that many students would experience scheduling difficulties if required to attend frequent out-of-class educational opportunities. Both anecdotal and research evidence suggests, however, that participation in such events, as well as in the nearly 300 student organizations on campus, provides valuable additions to students' total University experience. Sponsors of these activities and organizations greatly appreciate instructors' efforts to encourage student participation and involvement.

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- USF's commitment to inclusion is reflected in its student body. African Americans, Native American, Latin and Asian students comprise approximately 30 percent of USF students. A growing contingent of international students, now representing more than 120 countries, demonstrates the University's strong geographic influence and dedication to the principles of a global economy. Over approximately 7,100 students, including 932 international students, are currently enrolled in the University's graduate programs.

Why should instructors learn all they can about their students?

- Benjamin Demott (1988), in a provocative essay entitled "Do We Teach Students or Subjects?" {*Change*, 20(1), 54}, asks faculty, "Is not knowing who you are talking to as bad as not knowing what you are talking about?" When teaching on a new campus, one of the most helpful first-day-of-class activities instructors can employ is to collect introductory information regarding students' interests, prior educational background in the discipline, and/or level of prerequisite knowledge. Even after teaching on a campus for several years, faculty are better able to create a strong first impression and to teach at an optimum level of difficulty when they first gather information regarding students' expectations and abilities.
- Some commonly employed methods of getting to know students include:
 - (1) arriving early and staying after class to converse informally,
 - (2) distributing short in-class surveys,
 - (3) integrating brief "get-acquainted" activities into the teaching of course material,
 - (4) scheduling student consultations during office hours or at out-of-class locations such as the library, and
 - (5) checking students' academic records. Additional ideas for learning more about your students can be found in subsequent sections.

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What role are students likely to ask instructors to play as academic advisors?

- The most common types of questions that students pose to their instructors include matters of academic advising and/or campus policies. Students will want to know: (1) how and when they can first enroll, (2) how they might add a closed class or drop an undesired one, (3) how they might first declare or later change a major, (4) precisely why the University adheres to a particular rule or procedure, (5) how to request an incomplete or "I" grade, and (6) what courses they are required to complete prior to graduation. As a new graduate teaching assistant or faculty member, such questions will often be beyond your current level of campus expertise.
- When confronted with such issues, it is helpful to remind questioners that for purposes of academic advising, USF undergraduates are categorized as either undeclared or declared majors. Students who are undeclared or undecided regarding a major should be directed to **Academic Advising** (974-2645), located in SVC 2011. Declared majors, on the other hand, should be referred to the academic advisor within their College.
- Because of your accessibility, many undergraduates will come to you before or after class with advising questions rather than visiting their respective academic advisors. In such instances, remind students they will be better served by scheduling an appointment with an academic advisor. In addition, urge students to read and refer to the current *Undergraduate Catalog* that is available online at <http://www.usf.edu/catalogs.html>.
- As indicated in the *Undergraduate Catalog*, students should establish an advising relationship with their College advisor or the Center for Academic Advising. Students should also periodically visit their advisors to learn the latest policy and/or curriculum

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changes that affect their academic progress toward graduation. While the University provides advising services to assist students with academic planning, the ultimate responsibility for ensuring that all graduation requirements are met rests with the student.

What role are students likely to ask instructors to play as personal counselors?

- Students bring to the classroom not only a wide range of talents but also a number of significant personal concerns that can influence their classroom performance. The more skillful and supportive you are in the classroom, the more often students will seek your personal advice. When confronted with students' calls for personal help and assistance, each instructor should/must know his or her own strengths and limitations as a counselor. For example, instructors may encounter the following situations:
 - A student having problems in your section comes to your office and discloses that the work is too difficult. Further, the student does not know why s/he has chosen your discipline for a major. S/he seeks your advice regarding the future.
 - A student frequently falls asleep in class. Upon inquiry, you learn s/he must work two jobs in order to stay in school. The student has a good GPA but currently does not receive any financial aid. S/he asks if you know of any sources of financial assistance or good jobs on campus.
 - You receive a message from a student indicating that s/he will miss two weeks of classes due to an unspecified physical health problem. After two weeks, the student continues to miss classes and explains that future doctor

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appointments will require additional classes being missed and hopes you will understand.

- A student's grades drop dramatically. During a scheduled conference s/he confides that troubles at home are responsible for the failing grades. The student is thinking of dropping out of school and is interested in your advice.
- A student misses class often and has not completed several assignments. When you speak with her/him regarding the situation, you learn the student has a drug problem. S/he asks for your patience and counsel.
- In response to these or similar situations, skillful instructors know their capabilities and their limitations as counselors. For many types of problems, students need only a caring and sympathetic listener. Learning to listen actively is an important skill that typically has a positive and powerful impact. When listening actively, you need to hear not only a student's story but also the feelings and emotions that lie behind his or her words. As an active listener, you need to refrain from being judgmental in your replies and to resist offering professorial solutions to a student's personal problems.
- On many occasions, instructors are best advised to direct students to trained professionals for assistance. Becoming knowledgeable about the resources available on campus and how to successfully refer students to these support units should become part of your repertoire of instructional skills.

Where can you refer students for academic or personal assistance?

- **Academic Advising** (974-2645), located in SVC 2011 is dedicated to promoting the

ASSISTANCE AVAILABLE TO STUDENTS...continued

successful achievement of students' academic goals through comprehensive advising services. The Center's primary responsibility is to provide academic advising to undergraduate students, with a special emphasis on the needs of students entering a university for the first time.

The following services are provided to undergraduate students: advisement regarding academic policies and programs, assistance in the selection of a major, administration of special programs for "at risk" or "under-prepared" student populations, and special advisement for underrepresented students. The staff prepares students for entrance into the following limited access majors: Education, Business, Nursing, and Mass Communication. The Center certifies students for the Associate of Arts certificate. Web Address: <http://webasa.admin.usf.edu/advising/adv.htm>.

- The **Student Health Services** (SHS100), 974-2331, located adjacent to the USF Bookstore is available to help students receive proper medical assistance when health problems occur. Office hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m. The types of services offered by Health Services include: (1) walk-in clinic, (2) medical clinic, (3) clinical laboratory, (4) gynecology clinic, (5) antigen clinic, (6) immunization clinic, and (7) health education and referrals located in the "Annex" east of SHS (below the bookstore). Appointments are not needed in most cases; gynecology appointments may be obtained by phone. Students must have a valid student ID and have paid the Tampa Campus Health Fee to receive services.
- The **Counseling Center for Human Development**
Few college students underachieve or leave school as a result of inadequate intellectual ability. Yet, many students who begin their college studies fail to achieve their academic or career goals. Successful individuals are those who are able to cope with challenging life circumstances and to manage their time, stress, emotions and relationships effectively. They are able to make informed decisions based on

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self-understanding and an awareness of their available options. In addition, successful students are those who utilize effective learning strategies, including organization and study skills, critical thinking, and self-regulation.

- **Counseling Services** are designed to enhance personal, academic, emotional, social career and life planning effectiveness for students. Fully accredited by the International Association of Counseling Services (IACS), the USF Counseling Center is staffed by professional psychologists and psychiatrists licensed to practice in the state of Florida. These professionals help students develop a clearer sense of identity, establish greater autonomy, discover strengths and weaknesses, identify realistic educational and career goals, and become more insightful, self-directing individuals. Students are assisted in exploring and managing such concerns as self-esteem, stress, anxiety, depression, relationships, sexuality, and other emotional and behavioral issues which may interfere with effective academic functioning and detract from daily life satisfaction. Services include intake evaluation; individual, group and couples counseling; psychological testing; psychiatric evaluation and treatment; and referral to campus and community resources for appropriate management of problems requiring longer-term services.

- Learning and academic support is provided by **The L. E. A. R. N. Program Learning Enhancement and Academic Resources Network**. Doctoral level faculty in Reading, English, and Education offer a student-centered environment dedicated to helping students develop their academic skills and strategies for success for college as well as for life-long learning. Support is provided through three accredited courses: Critical Reading and Writing, REA 2105 (formerly Advanced Reading), which also qualifies as a Gordon Rule requirement; Learning Strategies, REA 1605 (full semester), and Academic

ASSISTANCE AVAILABLE TO STUDENTS...continued

Strategies, REA 2930 (offered at mid-semester) for students who are performing below expectations. Additionally, a variety of free workshops are offered each semester, which focus on specific learning strategies such as textbook strategies, test-preparation and test-taking, information processing, time management, academic writing, effective presentation, and more. L.E.A.R.N. Program services and web-based academic strategies are available on the website at: (<http://usfweb2.usf.edu/reading>).

- The Counseling Center's **Outreach and Consultation Program** is designed to address the needs of the University community by customizing consultation and psycho-educational programs and interventions to meet those needs. Theme-oriented programs are provided on a variety of topics throughout the year. All scheduled programs are announced on the Counseling Center's web site and in a monthly poster placed on campus bulletin boards and display areas, advertised in the ORACLE, listed on the Residence Life cable network, and announced on the USF-NEWS and USF-TALK listserves. Specific workshops may be requested by any individual student group, faculty or staff member.

- The **Center for Addiction and Substance Abuse (CASA)** is a source for information and resources related to substance abuse and other addictions. Clinical services include evaluation and assessment, consultation, intervention, outpatient counseling, and referrals for individuals concerned about their drug or alcohol use or other addictive behaviors. CASA provides educational materials, classroom and special events speakers, individual, relationship, and group counseling, and referrals to community resources. CASA also offers the Alcohol 101 and Attitudes and Alternatives Program for students who are in violation of USF's alcohol, drug or gambling policies.

ASSISTANCE AVAILABLE TO STUDENTS...continued

CASA's website (<http://usfweb.usf.edu/counsel/casa.htm>) contains additional information and resources.

- **Veterans Services** (974-2291), located in SVC 2127, provides assistance to veterans, reservists, eligible dependents, and active-duty military personnel who qualify for Department of Veterans Affairs (VA) educational benefits. VA students are monitored for Standards of Progress; educational benefits can be stopped for non-compliance. Programs and services include enrollment certifications, verification of benefits, tuition deferments, tutorial assistance, VA work-study, and advance payment. For more information visit <http://usfweb.usf.edu/vetserve>.

- **Vocational Rehabilitation Services** are available for eligible students and may include vocational education, vocational and personal counseling, and coordination of services, training assistance, and provision of books and supplies.

- The Counseling Center also offers **Community Consultation and Support Services** to University administrators, faculty and staff in their efforts to contribute to an effective learning environment for students. The Counseling Center maintains psychological consultation and liaison relationships with academic departments, campus groups, individual faculty, staff and administrators, and a variety of University departments and divisions. Consultation services may include individual and group/departmental interventions as needed, crisis debriefings, group facilitations, emergency interventions, student referrals, and psycho-educational programming. Consultation services play a significant role in identifying and ameliorating sources of stress within the environment that detract from

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student, faculty and staff effectiveness by identifying and proactively addressing students emotional and/or behavioral concerns.

The Counseling Center is located in SVC 2124 and is open to all students between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday. All programs and services, with the exception of academic credit courses, are without charge to enrolled students and preserve each student's confidentiality. Please call (813) 974-2831 or visit our web site (<http://usfweb.usf.edu/counsel>) for additional information.

- **The Career Center** provides USF students with comprehensive career planning and job search services. A staff of experienced Career and job search professionals is available to help students choose a potential career, gain career-related experience and prepare for an effective job search. The Career Center also provides information on part-time jobs (on and off-campus), internships, Cooperative Education and full-time professional employment opportunities and creates venues where students can network and interview with local, state and national employers. The Career Center's services are clustered into the areas of career planning, career-related work experience, job search preparation and connecting with employers.

- **CAREER PLANNING**

- **Career Counseling Appointments** may be made with a career specialist to help students make an informed career decision.
- **Career Assessment Surveys** are available to help students identify their interests, skills and work values. Both pen and paper and web-based assessments are available.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- **Career Decision-making Workshops** teach students about the career development process and the steps to be taken in order to choose a career and academic major.
 - **Career Reference Library** contains information on career fields, including job descriptions, working conditions, educational requirements, salary information and projected employment outlook.
 - **Career Exploration Computer Lab** located in the Career Center reference library, is equipped with computers with Internet access for taking career assessments and researching hundreds of careers.
 - **Graduate & Professional School Fair** provides an opportunity for students thinking about continuing their education to talk to Admissions representatives from graduate and professional schools.
- **CAREER-RELATED WORK EXPERIENCE**
 - **Part-time Jobs**, both on and off campus, including Federal Work Study Program (FWSP) jobs are posted on Career Connections the Career Center's on-line recruitment system. Students must have an active account in Career Connections in order to access all job listings.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- **Cooperative Education** ("Co-op") is a structured, academic program of paid, practical work experience related to a student's major. Students may alternate a full-time semester of work with a full-time semester of study, or work part-time while taking classes. Students may choose to co-op one semester or multi- semesters. Program details are located on the Career Center website.

- **Internships**, both paid and unpaid, for credit and non-credit are advertised in Career Connections, located on the Career Center's web site. Internships for academic credit are coordinated through the student's sponsoring academic department.

- **JOB SEARCH PREPARATION**
 - **Job Search Coaching Appointments** may be scheduled for assistance with resume/cover letter preparation; interview techniques; networking, researching employers and various other job search strategies.

 - **Walk-in Advising** is available to answer questions about careers, job search or Career Center services. These fifteen-minute sessions are available Monday - Thursday (8:30-4:30) during fall and spring semesters.

 - **Job Search Workshops** are available on topics such as resume

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writing, interview techniques, job search strategies and how to participate in the on-campus interview program.

- **Job Search Reference Library** contains resources on cover letters, resume-writing, interviewing and job search strategies, as well as employer directories and salary information.
 - **Job Search Computer Lab**, located in the Career Center reference library, is equipped with computers with Internet access for conducting an on-line job search, scheduling on-campus interviews and researching employers.
 - **Alumni Services** are available at no cost to USF students up to six months after graduation. After that there is a nominal fee for six months of unlimited access to all Career Center services. Services to Non-USF alumni is limited.
- **CONNECTING WITH EMPLOYERS**
 - **On-campus Interviews** are conducted in the Career Center by local, state and national recruiters from numerous types of organizations to fill their internships and full-time professional positions. All majors are eligible to participate. Program details are located on the Career Center web site.
 - **Resume Referral** is a service available to students with a resume uploaded in the Career Center's on-line resume database. Employers with an active account in Career

ASSISTANCE AVAILABLE TO STUDENTS...continued

Connections may view student resumes to identify potential candidates. Students may also self-refer their resume to employers posting jobs on Career Connections.

- **Career Networking Fairs and Part-time Job Fairs**, held each semester, bring students and employers together to network and discuss employment opportunities. Actual hiring is often done at the Part-time Job Fairs.
- **Job Listings** are posted on Career Connections daily and include part-time jobs, internships, Cooperative Education and full-time, professional vacancies. Students must have an active account in Career Connections, the Career Center's on-line resume database to access job listings. There is a \$10 one-time activation fee for this service. No charge to students seeking a Federal Work Study job.
- **Virtual Video Interview (VVI)** allows students, by appointment, to sit in front of a computer and be interviewed by a virtual interviewer. The interviewer is videotaped and housed on a secure website. A URL is provided, which the student can place on their electronic resume. Employers with internet access can then view the VVI and hear a student personally articulate their career goal, education, experience and skills. The VVI can also be used as a tool for students to practice their interview skills.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- **Credential Service via Interfolio** is an on-line credential service for students applying to graduate & professional schools, or jobs in education & other career fields requiring a credential file, dossier or portfolio.

Location: SVC 2088, **Phone:** 813.974.2171, **Hours:** Monday - Friday 8:00 a.m. - 5:00 p.m., **web address:** www.career.usf.edu.

- The office of **Academic Support and Accommodations for Students with Disabilities** (813-974-4309), located in SVC 1133, is solely responsible for determining whether students are eligible for accommodations for their disabilities and fashioning appropriate academic accommodations with students who have disabilities. These students have provided to ASASD sufficient information from appropriately credentialed experts to establish the presence of a disability which significantly impairs academic performance. The decision to fashion accommodations for these students was taken by ASASD after careful review of the students' disability information in accordance with the standards and guidelines of nationally recognized organizations including The Association on Higher Education and Disabilities, the American Psychiatric Association, and Educational Testing Services. Students make the need for academic accommodations known to the faculty by presenting a "Memorandum of Accommodations" from this office. Each Memorandum is addressed to an individual faculty member and identifies the student, the course, and the requested accommodations. All information contained in the Memorandum is confidential. Typically, students deliver the Memorandum of Accommodations during the first two weeks of class. Verbal requests for accommodations are not sufficient. Accommodations are expected to be reasonable and leave unaltered all essential elements of a course. Any questions about accommodations should be directed to this office. Please note that letters or other documents from sources

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other than the Office of Academic Support and Accommodations for Students with Disabilities are not University sanctioned requests for accommodations and should not be entertained.

The cooperation of the faculty in the implementation of the accommodations fashioned by this office is an essential feature of institutional compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act. The staff of the Academic Support and Accommodations for Students with Disabilities welcomes comments and suggestions from faculty members and offers our services as consultants regarding disability issues.

The Office of Academic Support and Accommodations for Students with Disabilities has a website www.asasd.usf.edu which contains pertinent information for faculty as well as students. Included is information about specific procedures for individual accommodations, suggested statements for syllabi (also see page 55 in this guide), and information about language, confidentiality, and sensitivity. Because compliance with laws prohibiting discrimination against persons with disabilities is the responsibility of each instructor, it behooves each instructor to become informed about disability issues. The Office of Academic Support and Accommodations for Students with Disabilities provides information for faculty through workshops and on the website www.asasd.usf.edu.

- **The Advocacy Program**, (974-5756) temporarily located in SVC 2172, exists to serve USF students, staff and faculty. In addition to providing direct advocacy and supportive services to people who have experienced abuse, criminal victimization or trauma, we also provide preventive educational programming. Permanent location, sometime in the fall will be: SVC1138. If in doubt where we are, please call our office. Advocates are available by appointment or walk-in (call first to make sure an advocate is in the office). After 5:00 p.m. and on weekends, advocates are accessible for emergency consultation through the 24-hour crisis line: 974-5757. In addition,

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during the fall and spring semesters, advocates are available by appointment in the evening, on campus. Advocates assist clients in confronting traumas such as assault/battery, mugging, harassment, robbery, rape, domestic violence, stalking, sexual harassment, etc. This includes events that are criminal (against a specific law), and those that are not. It is not necessary to file a police report to speak to an advocate. Advocates have training and experience in a wide range of issues. Advocates do not conduct investigations or provide therapy, although referrals are given as needed for additional appropriate services. Preventive programming is available for classroom and student groups on a wide range of topics, including: relationship violence, stalking, sexual battery, personal safety practices and more. Please call the office to request a presentation.

Sexual harassment and discrimination are prohibited at the University of South Florida. Individuals who believe they are being harassed should seek assistance by contacting a College advocate within their College, the Advocacy Program located in SVC2172, (974-5756), or the Diversity and Equal Opportunity Office located in ADM172, (974-4373).

For more information visit our website: <http://www.usf.edu/advocacy>.

- **Parking and Transportation Services** (974-3990) is located on West Holly between North Palm and Magnolia in the Parking and Transportation Building.
 - **Do I have to have a parking permit?** Parking permits are required to park at the University of South Florida, 24 hours a day, 7 days a week, including holidays. Permit types are used to designate parking locations on campus, such as resident, non-resident, Park-n-Ride, visitor, staff, etc. Each person may purchase only one vehicle permit (additional permit for motorcycle, bicycle, Park-n-Ride is allowed). Permit campus designation is based on

ASSISTANCE AVAILABLE TO STUDENTS...continued

campus/class location. If you do not have a permit, you must park at a metered parking space or a timed space. For more permit information, visit our website, (http://www.usf.edu/parking_services) or call (813) 974-3990, Option #1.

- **How do I obtain a parking permit?** Visit the Parking & Transportation website www.usf.edu/parking_services. Establish a parking services account and purchase your permit online. Parking permits may be purchased at the following locations:

Tampa Campus

Parking and Transportation Building (on West Holly between North Palm and Magnolia).

Parking Service Lobby hours: Monday - Thursday 7:00 am to 5:30 pm.

St. Petersburg Campus

ONE Building - Room 304

Monday - Thursday 9:00 am to 6:00 pm

Friday 8:00 am to 5:00 pm

Sarasota Campus

805A General Spaatz Blvd.

Monday - Friday 8:30 am to 5:00 pm

All office hours are subject to modification and are extended at the beginning of the term. Visit our web-site www.usf.edu/parking_services for office locations and hours of operation.

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Daily visitor permits can also be purchased from Campus Information Center (Leroy Collins Blvd and Fowler Ave) Lobby hours: Mon - Thurs 7:30 am to 6:00 pm.; Fri 7:00 am to 5:00 pm. Drive-thru hours: Mon - Thurs 7:00 am to 6:00 pm.; Fri 7:00 am to 5:00 pm. Also, parking permits may be purchased from parking permit machines located within designated visitor lots. Parking maps and brochures are available with details and lot designations.

➤ **Do visitors need a parking permit?** Yes. The daily parking fee is \$3.00. The fee is applicable to visitors and event attendees who park in the visitor lots as defined in the parking brochure. Visitors may obtain up to 3 courtesy Park-n-Ride permits per semester and take advantage of the Fare Free Campus Shuttle to travel to their destinations on campus. Faculty, staff, students and vendors are not eligible for these permits.

➤ **Is there a bus service on campus?** Yes. Shuttle Bus service is provided to USF faculty, staff, students and visitors. The shuttle service Bull Runner routes cover the entire USF Tampa Campus, and the following off campus routes; 42nd St., Skipper Rd., and 46th St.; and the University Mall with a stop at UATC. A USF ID Card is required to board any shuttle off-campus. Shuttle Route maps and schedules are available at various locations, such as the parking office, Information desk at the Marshall Center and the Campus Information Center detailing route information. For additional information call (813) 974-6902, or for hours of operation, please refer to our website <http://www.usf.edu/bullrunner>.

In addition to the Bull Runner, current USF faculty/staff and students may now ride Hartline routes fare free with their USF (ID) card. For more information call Hartline at 254-4278 or visit their website at <http://www.hartline.org>.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- **How can I avoid a parking ticket?**
 - Display your parking permit
 - Heed parking signs and barricades
 - Always pay parking meters
 - Don't park on the grass
 - Don't share your parking permit
 - Don't write on, change, or alter your permit
 - Don't buy a parking permit from anyone except Parking Services
 - Call Parking & Transportation Services when you have a question

- **What happens if I get a parking ticket?** Parking regulations are designed to provide safe and orderly parking. Violation of these regulations can result in parking citations, immobilization of your vehicle, towing, or loss of parking privileges. Creating, modifying, or altering a parking permit, or being in possession of a lost or stolen permit is a serious violation and will result in immediate immobilization or towing of the vehicle and possible revocation of campus parking privileges. If you receive a parking citation and believe that extraordinary or mitigating circumstances warrant a waiver then you may petition Parking and Transportation Services within 14 days for reconsideration. Respond to parking citations within 14 days of issuance to avoid late fees. Most common citations are for no permit, expired parking meter, and parking out of designated area. To appeal a parking citation visit our web-site http://www.usf.edu/parking_services, and file your appeal electronically. Failure to respond to parking citations could result in collection agency efforts and additional cost.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- **How can I get help if I have a problem with my vehicle?** Low tire? Keys locked in your car? Need to jump start your car? Call Parking and Transportation Services at (913) 974-3990, Option #5. This FREE service is provided Mon - Thurs from 8:00 am until 8:30 pm, and Friday 8:00 am until 4:30 pm (except holidays) by the Department of Parking and Transportation and the Division of Public Safety.

- **Additional Questions?** Visit the Parking and Transportation Services website at http://www.usf.edu/parking_services. You can check your account status, update vehicle information, and submit questions and suggestions. Check for all late breaking news and updates concerning parking and shuttle service. Or you may contact the Tampa Campus Parking & Transportation office Services at (813) 974-3990.

- **The Preschool for Creative Learning** (974-5142) is located on Bull Run Drive next door to the Patel Charter School and across from the Sun Dome. The Center provides year round on-campus childcare emphasizing emotional, intellectual, physical, and social development. The Center serves two to five-year-old children whose parents are students, faculty, or staff at the University. The Center also has an after school program for children Kindergarten through age 12 that runs from the beginning of fall semester until the end of Hillsborough County's school year. Each summer a school age summer camp is available for children who have completed kindergarten through age 12. Information may be obtained by visiting ERC 101 or by calling 974-5142.

- **Tutorial Assistance** for common academic problems and concerns is available to students through several University Departments and Centers. Instructors should urge students who find course material to be especially difficult or who are

ASSISTANCE AVAILABLE TO STUDENTS...continued

disappointed by their classroom test performance to seek the out-of-class individualized instruction that these services provide. Unfortunately, many freshmen view the seeking of such assistance as a sign of personal failure, especially if the student was reasonably successful when s/he attended high school. Indicate to students that University level instruction is significantly more difficult and demanding than high school level course work. Further, becoming more effective, efficient, and skillful learners enables students to devote greater time and energy to their recreational or vocational pursuits.

- **Departmental Tutorial Labs** are available to help students with their course work in several disciplines, such as mathematics and chemistry. Other departments assist students in locating peer tutors by posting names and phone numbers on bulletin boards. Consult your Department Chairperson to identify additional sources of tutorial assistance for your students.
- The **English Writing Lab** (974-9572) is located in Room 257 of Cooper Hall. The writing lab staff assists students with all phases of paper development (narrowing the paper topic, developing an outline, overcoming specific writing problems, etc.). Students must bring work in progress to scheduled appointments. The writing lab is open to all USF students. Hours of operation vary by semester; it is recommended that students call to set up appointments.
- **Personal Computer Labs** are available on campus for student use. The location and hours of these labs are especially useful to know if you require students to submit typed copies of their written work. There are, for example, several departmental and College-sponsored computer labs. While some locations provide open access to all students, use of other labs is restricted to individuals in particular courses or majors. A listing of the locations of USF's personal computer labs can be obtained

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from Academic Computing Help Desk in LIB 117 or by calling 974-1222 OR toll free 1-866-974-1222. Posting of the open access labs can also be obtained on Academic Computing home page at <http://www.acomp.usf.edu>.

- **Project Thrust** (974-4227), located in SVC 2034, is a support program established to provide personal and academic support to undergraduates minority students, and students admitted "by exception" (pursuant to §240.233(2) Fla. Statutes) at USF achieve their baccalaureate education. Its mission is to provide programs and activities that enhance students' opportunities to attain their education and career objectives. Utilizing established partnerships with programs, departments and colleges, Project Thrust helps the University to create an atmosphere of collaboration, mutual respect, and trust for its students, faculty and staff. The program's holistic approach to student development helps students to persist and graduate. Housed within the College of Arts and Science, Education and Business Administration, this program contributes significantly to the University's commitment to create an environment of intellectual excellence and a culturally diverse academic community. Project Thrust's other components include the Freshman Summer Institute, the Academic Success Center, and the Corporate Mentor Program.
 - **The Academic Success Center (ASC)** (974-2713) is a free tutorial service provided by Project Thrust for all USF students. The ASC is located in the Maple Village Complex, within walking distance from the residence halls. The ASC provides tutoring in most academic subjects, review for CLAST, and computer access. Also, the ASC staff can provide students with information regarding other on-campus and off-campus services that may help them succeed in their academic and personal lives.

ASSISTANCE AVAILABLE TO STUDENTS...continued

- **The Freshman Summer Institute (FSI)** (974-2134) is an academic support program established to provide personal, academic, and social support to undergraduates at the University of South Florida. The program provides access to a university education for students from educationally or economically disadvantaged backgrounds and identifies qualified individuals through a review of admission applications, academic records, and letters of recommendation. Each year, a limited number of students enter USF through this program. The experience resembles a typical semester at USF. FSI students participate in an orientation program, complete a series of classes and seminars to get a head start on the fall curriculum, and earn up to ten academic credits toward graduation.

- **The Project Thrust Corporate Mentor Program** pairs students enrolled in the College of Business Administration with professionals at the mid-to-upper management level. These Mentors help students develop the skills necessary for success in the corporate world and help provide for a smooth transition from student to professional life. Mentees meet with their Mentors once or twice a month at the work location of the participating Corporate Mentor. Occasional group activities are scheduled throughout the year.

All **USF Libraries** provide students with research assistance and information literacy instruction. Assistance is available in person from reference librarians either by appointment, or on a drop-in basis. A complete listing of library locations and hours is located on the USF Libraries web page at <http://www.lib.usf.edu/usflibraries/libraries.html>. Class based instruction is also available. A complete listing of classes available at each library can be found at <http://www.lib.usf.edu/services/classes.html>.

ASSISTANCE AVAILABLE TO STUDENTS...continued

Reference assistance can also be accessed online via our website www.lib.usf.edu, which provides access to on-line tutorials and guides located at <http://www.lib.usf.edu/services/guides.html>, and the "Ask-A-Librarian" link located at the top of the USF Libraries web page will lead the user to an on-line chat area. Email addresses and phone numbers are available to contact librarians at each of the libraries for course- or discipline-specific assistance by accessing the staff listings at <http://www.lib.usf.edu/usflibraries/libraries.html>. Instructors are encouraged to make information literacy a part of their curriculum regardless of the subject being taught. The USF Libraries can provide course - specific classroom instruction, course packs and web pages. Services vary and faculty should consult the reference department of their library for details.

What suggestions can instructors offer students regarding their personal safety on campus?

- Though the University has relatively few incidents of campus violence each year, any criminal act is one too many. Advise students of the need to be personally careful and to take appropriate precautions in the evenings or at other times when there are relatively few people in a building or parking lot. Recommend, for example, that students walk together in groups to parking lots or residence halls after class. When jogging, students need to be aware of people around them. Advise students to avoid running alone, even in the daylight. Also, inform students that the University offers a **SAFE TEAM** (974-3243) located in CTR 101 and will escort students to residence halls and/or cars on campus after 7:00 p.m. To contact this escort service, call 974-3243; expect a minimum ten-minute wait for an escort. Also, recommend that students remove valuable personal items such as laptop computers or cell phones from their vehicles. These types of items are stolen from cars very easily.

ASSISTANCE AVAILABLE TO STUDENTS...continued

Report all non-emergency campus safety problems immediately to the **University Police** (974-2628) located in the University Police Building (UPB 002) at the corner of Maple Drive and Fletcher Avenue. For emergency assistance, call 9-1-1. Operating 24 hours a day, every day, patrol officers are deployed on campus in marked cars, scooters, on foot and on bikes to provide quick responses as well as a high degree of visibility and accessibility to students. The University Police also have a marine patrol unit responsible for patrolling and maintaining safety on the Hillsborough River.

Students will notice blue lights on poles between buildings and in the parking lots around campus. **Blue Light Emergency Telephones** indicate the location of phones that are direct lines to the USF Police Department. The 9-1-1 and Blue Light Phone systems automatically indicate the location of the caller to the campus police even if the caller is unable to speak. Students should be encouraged to use these phones when in need of police assistance.

Additional crime prevention tips, programs and information can be found on the University Police website at <http://usfpd.usf.edu/>.

- At some point faculty, staff members, and managers may have to deal with potentially disruptive or violent behavior in the classroom or the office area. The **Aggression Resource Network** is one resource for getting timely assistance, both proactively or after an incident has occurred, in handling these situations. The Aggression Resource Network is a team consisting of representatives from the Counseling Center for Human Development, University Police, Victim Advocate, Employee Assistance Program, Human Resources, International Student and Scholars Services, and Student Judicial Services/Student Affairs whose purpose is to prevent and minimize aggression. Should you feel the need for assistance with disruptive or threatening situations contact any of the network members.

ASSISTANCE AVAILABLE TO INSTRUCTORS

Where can instructors have course materials photocopied?

- Copying services vary from department to department. Contact your department staff for specific information on availability. Pay-per-use machines are located in most buildings and at the library.
- USF has full service locations on campus which provide the highest quality copying at the most competitive prices. For assistance, contact:

FedEx Kinko's at USF

(813) 974-2213

Bookstore Building, Lower Level, BKS013

Monday - Friday 8:00 a.m. - 5:00 p.m.

Excellent customer service

Discounted pricing for faculty

High quality production

24 hour production within Branch Network

Print on Demand capabilities

Graphic Design Services, Color Reproduction and Sign & Banner Shop

- Easy order process...Place orders online, In-house or call for free pickup and delivery.
- Materials are accepted via email, disk, CD or hard copy.
- USF purchase orders and USF Purchasing Cards are welcome. Procedures for paying for services through university accounts may vary from department to department. Contact your department staff for special instructions.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

For quotes and consultations contact:

Fawn Johnson located at the Center on E. Fowler Branch at (813) 977-2679

Ron Stroud located on Campus at (813) 974-2213

Denise Dodge, Branch Manager at (813) 977-2679

- **Full service photocopying**, audio visual, graphic design, photography, video and video engineering services are available to all USF instructors at the Media Center located in the Health Sciences Center (HSC), MDC1400. These services are provided for a fee. For more information, call 974-4288 or visit the website at www.hsc.usf.edu/mediacenter.
- **Full service photocopying** is also available at the HSC Copy Center for all USF instructors with a USF account. The Copy Center is located at MDC 1408 or call 974-4198.
- **Copy Services** are available in the Tampa Library on the second floor in the Periodicals Room. This service will provide copies of periodicals or newspapers if the use of self-service copy machines is not an option, such as when billing the copies to a university departmental account number. Material to be copied must be taken to the Periodical Information Desk, and appropriate forms completed.
- Faculty at the Louis de le Parte Institute have access to **photocopying services** via the Institute's Documents Center with video design and photography available via the Institute's Media Center (974-4512).

What do I need to know about photocopying copyrighted material?

- In recent years, the duplication of copyrighted materials for classroom use without

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

proper authorization and payment of royalties to the originating publisher has been significantly restricted. If you wish to prepare "packets" or "course packs" of readings containing copyrighted materials for use in your class, you will need as much as two to three months preparation time in order to obtain permission from some of the originating publisher(s).

- If you wish to produce these "custom published" course materials tailored specifically for your classroom needs, you can order these materials through the USF Bookstore by calling 974-4711. USF Bookstore's Custom Publishing Department will procure authorizations for the use of copyrighted materials and produce your custom-published materials. In addition, the Bookstore will offer your custom-published materials for sale, with the cost of production of the materials and any royalty fees included in the price.
- University faculty and staff might, in some instances, be able to photocopy copyrighted materials under the guidelines of "fair use." Keep in mind that there are limitations. Four factors are used to determine whether photocopying for educational purposes falls under the scope of "fair use." These four factors include: (1) purpose and character of use, (2) nature of the copyrighted work, (3) quantity of the work to be photocopied, and (4) effect of the use of the copy on the market value of the work.

What do I need to know about ordering course packs and/or textbooks?

- The **USF Bookstore** offers a course pack service for your convenience. We will take care of the permissions and have enough copies for your students on our textbook sales floor. Please call our textbook department at 974-7970 with your order. We will take care of the rest.

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The USF Bookstore will accept your textbook order whenever you have it ready. However, when you give us next semester's textbook order before the end of the current semester we can offer students the maximum buy back on the books you will use again. This helps the students save money on textbook costs. Our textbook staff can be reached at 974-1354.

The USF Bookstore offers a variety of trade books on our sales floor and will be happy to special order any titles we do not stock. Call our trade department at 974-7967.

If you have special supply needs in course supplies, our supply buyer will order what you need in time for the start of classes. Call our supply department at 974-7963.

- The limits of "fair use" may extend further than the limitations suggested by the above factors. The **Office of the General Counsel** (974-2131), located in ADM 250, <http://usfweb2.usf.edu/usfgc>, can provide information about University policies for permissible photocopying, reproduction, and educational use of printed copyrighted materials, as well as copyrighted materials usable only with visual display equipment. This policy provides guidance, indicating when material to be copied may fall outside the scope of "fair use." In such situations, faculty and staff should secure permission to copy from the copyright owner. The copyright owner is not necessarily the author of the work, but often the publisher of the publication in which the material appeared. These guidelines, if followed, protect faculty and the University against possible charges of copyright infringement.
- Resources for instructors regarding copyrighted materials can be found on the **USF Libraries** Website at: <http://www.lib.usf.edu/tampa/accesvc/copyright.html>

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

From this page instructors can access the official USF policy regarding copyrighted materials, guidelines for electronic reserve materials, and links to other useful sources of information. Further information may also be found on each library's website or by calling the Tampa Library's copyright consultation service at 974-4561.

Where can instructors have tests optically scanned and graded?

- The **Office of Assessment - Scanning Services** (974-5296), located in SOC 385, provides scanning and scoring of optically marked answer sheets commonly called "Scantron" sheets. Academic programs are often motivated or required (e.g., accreditation) to confirm their effectiveness in a systematic and academically defensible manner. The Office of Assessment - Scanning Services assists academic programs by providing guidance in assessment efforts. We develop systems whereby programs can identify appropriate student outcomes, locate and design methodologies to assess those outcomes, and assist in the collection and analysis of data to determine the achievement of the outcomes.

Printouts of students' responses, scores, and item analyses are provided. For test scoring and reporting, results can generally be obtained while you wait during certain hours of each day except during final examinations when a four-hour wait should be expected. Call 974-5296 for hours of operation.

Where can instructors obtain information about test construction, interpretation of item analysis, and assessment of student writing?

- The **Office of Assessment** (974-3077), located in SVC 1001, provides student learning assessment guidance for faculty, departments, and programs. Assisting individuals and teams, the Assessment Office supports faculty and programs with

the development of methods and approaches to ascertain knowledge attainment and its application to professional and academic settings.

Our office helps identify and develop approaches that align classroom with program assessment, thereby making the assessment process more meaningful and less onerous. With assessment results, learning successes and challenges can be identified and subsequently strengthened. Ultimately, we are assessing to enhance student learning.

Where can instructors locate media resources and audio visual equipment for classroom use?

- The **USF Libraries** have media resource centers located in the Tampa Library (974-4182, (<http://www.lib.usf.edu/tampa/mr>), The Nelson Poynter Memorial Library in St. Petersburg (727-553-4409, www.nelson.usf.edu/av), and the Jane Bancroft Cook Library in Sarasota (941-359-4306, (<http://www.sarasota.usf.edu/mediacenter>) These centers provide centralized media collections for the University. The media collections include videos, DVDs, compact disks, audiotapes, CD-ROMS, laser discs, LPs, and various other media materials.

In addition, the media resource centers provide access to audiovisual equipment for use in lectures. Tampa Library Media Resources has labs available for group viewing/listening of media that may be reserved by instructors. The St. Petersburg and Sarasota libraries have audiovisual equipment available for use in classrooms outside the library. The Louis de le Parte Mental Health Institute Library (813-974-4471) and the Hinks and Elaine Shimberg Health Sciences Library (813-974-2243) also provide access to collections of audio and videotapes and TV/VCR equipment.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

- The Tampa **Library Media Resources** (974-4182), located in LIB 627, provides a centralized media collection and equipment support facility for the University. The media collection includes videos, DVDs, compact discs, audiotapes, CD-ROMS, laser discs, records, and various other media materials. The Media Resources Lab provides equipment for individual and group viewing/listening of media. Media materials can be placed on reserve for classes, scheduled for specific lecture date use in one of the LMR classrooms or your classroom, or checked out with a current USF ID. Class orientations can be arranged for either a general overview or for more specific subject coverage of their collection and services. Please consult the LMR web page at <http://www.lib.usf.edu/tampa/mr/> with your questions and/or requests. The Library Media Resources does not provide audiovisual equipment for use outside the Department; equipment needed for classroom use should be obtained from the Audiovisual Department of Educational Outreach (974-2380).

Where can instructors find library assistance for distance learning?

- Currently enrolled University of South Florida students, faculty, and staff involved in USF distance learning programming and off-campus courses are eligible for an array of services provided by the USF Libraries similar to those available on campus. Services may vary by location; consult the reference department at your library or the web page located at <http://www.lib.usf.edu/services/distancelearning-faq.html> for further details.

Distance Learning students must secure a USF ID Card: <http://www.auxsvc.usf.edu/usfcard.asp>. The card allows distance learners to register for a USF Computer Network account and to access library services, including remote access to online resources and services offered through the USF Libraries Website (www.lib.usf.edu), Interlibrary Loans, the Distance Learning Document Delivery Service, onsite

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

borrowing at any of the USF libraries, Florida's university libraries, and Florida's community college libraries. Policies may vary.

Distance learners and instructors may also use the "Ask-A-Librarian" service, accessed through a link at the top of the USF Libraries Website. This service allows for electronic reference services via email or online chat. Distance learners can also call the Tampa Library toll-free number for reference assistance, 1-866-550-8036. Other services instructors can access include creating course specific web pages, incorporating information literacy into coursework, and including library instruction in the class syllabus.

Students enrolled in **Health Sciences** distance learning courses must obtain a HSC computer account to access certain restricted materials and interlibrary loan services must be arranged through the Shimberg Health Sciences Library at 1-813-974-2243, or visit our website at:

(<http://www.lib.usf.edu/services/distancelearning-faq.html>).

What library services can enhance teaching effectiveness?

To link to any of the University of South Florida Libraries, six facilities on four campuses, go to <http://www.lib.usf.edu>.

- **USF Libraries Website/Faculty Services Website** - The main web page of the University of South Florida Libraries (<http://www.lib.usf.edu>) delivers research materials and online services to the USF community without the limitations of location or hour of the day. The web page allows 24-hour access to most of the libraries' services. These services include requests for materials, requests for information or assistance, and the ability to renew materials checked out of the library. A page dedicated to faculty services is another feature of our website. This page is located under *For Faculty* on the home page of the USF Libraries Website or at

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<http://www.lib.usf.edu/services/faculty.html>.

- **Research/Information Literacy Assistance** - Instructors are encouraged to make information literacy a part of their curriculum regardless of the discipline taught. The USF Libraries can provide course specific classroom instruction, one-on-one consultation and customized web pages. Services vary and faculty should consult the **reference department** of their library for details.

All USF libraries provide students with research assistance and information literacy instruction. Assistance is available in person from reference librarians either by appointment, online, by phone, or on a drop-in basis.

Class based instruction is also available. A listing of classes available at each library can be found at <http://www.lib.usf.edu/services/classes.html>. In addition, the web page provides access to online tutorials and guides located at <http://www.lib.usf.edu/services/guides.html>, as well as the "Ask-A-Librarian" online chat located at the top of the USF Libraries Website (www/lib.usf.edu).

- **PRONTO** is a document delivery service available to all USF instructors to request a copy of a journal article in any journal title owned by the Tampa Library. A copy can be delivered electronically to your USF email account. **There is no charge for electronic delivery.** Photocopies or articles can be delivered via campus mail or can be picked up at the Circulation Desk on the first floor of the Tampa Library. Photocopies or print materials are 15 cents per page and 20 cents per page from microform and must be charged to a USF account number provided by the requestor. The form to access PRONTO is located at: <http://web.lib.usf.edu/forms/document-delivery.html>. The form can also be found under the faculty pages of the main USF Libraries Website at www.lib.usf.edu. Use the library catalog to verify that the Tampa Library owns the periodical title and specific volume before requesting a copy of an

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article. To request material not owned by the Tampa Library, please use the **Interlibrary Loan** service.

If you are requesting documents from **Health Sciences Library**, please use http://hsc.usf.edu/nocms/library/usf_ill.html if you are a USF patron and http://hsc.usf.edu/nocms/library/non_usf_ill.html if you are a non-affiliated patron.

- **Reserve Materials** - Faculty may place articles, books, and A/V materials on reserve for restricted use by their classes. These materials are circulated to students for limited time periods. Instructors may also place items on reserve to be made available electronically. Items may include articles, exams, syllabi, lecture notes, government publications, single book chapters, or works of art. Guidelines for print and electronic reserves, copyright issues, and online request forms are located at:

<http://web.lib.usf.edu/services/faculty-reserves.html>.

Further information can be found by calling the Circulation Desk at your library. Please note: The Tampa Library does not accept print copies of articles; these must be submitted through electronic reserves. Media materials may be placed on reserve in the Tampa Library Media Resources Department by using the following link:

<http://www.lib.usf.edu/tampa/mr/reserve>.

- **Interlibrary Loan Service** - Books and articles in journals not available at a USF Library location may be borrowed through ILLiad, the Interlibrary Loan Service. Patrons of the Tampa Library, Nelson Poynter Memorial Library, Jane Bancroft Cook Library, USF Lakeland Library, and the Louis de la parte Florida Mental Health Institute Library (FMHI) may access this service with a valid USF ID card. Materials take approximately 2 - 4 weeks to be delivered, however the time period may be much shorter depending on the location and format of the materials requested. Please consult your library's Interlibrary Loan Office for more specific delivery

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

information. Rush services are available. Materials may be requested on-line at <http://www.lib.usf.edu/usflibraries/illiad.html>.

Patrons of the Shimberg Health Sciences Library may also request Interlibrary Loans. Please use http://hsc.usf.edu/nocms/library/usf_ill.html, if you are a USF patron, and http://hsc.usf.edu/nocms/library/non_usf_ill.html if you are a non-affiliated patron. You may also request in person at the Circulation Desk, or by phoning 974-1607. In some instances, there may be a charge for Interlibrary Loan Services. Please contact the Interlibrary Loan Department at your library for details.

- The Tampa Campus Library provides assistance to instructors responsible for distance learning. Services range from identifying research materials available to off-campus students to coordinating requests for training. For more information, call 1-866-550-8036.
- **Request Materials for Purchase** - In order to meet the needs of their students, instructors are encouraged to submit requests for new materials to their library for possible purchase. The USF Libraries strive to meet all faculty library resource requests in the most expeditious manner possible; however, as always, cost and priority must also be taken into consideration.

All faculty are encouraged to forward materials requests to their department's Collection Development Faculty Representative, who in turn will review it and submit it to the appropriate library for purchase. Faculty may also contact their Collection Development Librarian to request new materials. An up-to-date electronic list of Collection Development Librarians is available through the USF Libraries Website at: http://www.lib.usf.edu/usflibraries/lib_liasons.html.

Each library has additional procedures for processing faculty requests. For more information visit the faculty pages at: <http://www.lib.usf.edu/services/faculty.html>.

What computer services are available to instructors?

- **Academic Computing** (974-1222 OR toll free 1-866-974-1222), Help Desk is located in LIB 117. Academic Computing provides computing services in direct support of instruction and research. Assistance is provided to instructors on home page construction and on using technology tools for instructional purposes. Visit their website at <http://www.acomp.usf.edu> for additional information. Faculty can request individual assistance from Academic Computing on supported software and other computing issues. Upon request, the support staff will also meet with classes to acquaint students with the "nuts-and-bolts" aspects of computing, demonstrate open-access lab procedures, and introduce supported software.

There are several locations on campus where personal computers are maintained in open access labs; information about these can be found on their website. These labs may also provide access to second-tier computing facilities and the Internet. Second-tier facilities include support for UNIX-based servers operated by the Colleges and Academic Computing. In many cases, the individual Colleges also provide computer support groups. Faculty (and students) should regard these groups as their PRIMARY resources for computing information. When no local group is available or when the general academic facilities are involved, Academic Computing will provide assistance. Hands-on computer training classes are provided for faculty (and students) on a variety of computer applications at no charge. The current schedule of classes is posted on their website.

Academic Computing administers and supports integrated environments for hosting web-based courses. These course-delivery applications include easy features for uploading of course materials and assignments, chat rooms, threaded discussions, quiz/survey design, and grading.

Academic Computing also maintains and supports the USF web portal <http://my.usf.edu>, a consolidated collection of online services provided via the web utilizing

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

Blackboard courseware. The portal is exclusively for USF faculty, staff and students. These services include: automatic electronic course space, USF communities and organizations online, individual user's ability to customize and organize personal resources, access to email, etc. As the portal develops, more University services will be incorporated. Each course at USF now features a Blackboard course shell that is populated with students through their registration for the course with the University. The department supports faculty training on course building and maintenance of their online course material and will visit classes to demonstrate the courseware for students.

Academic Computing provides web hosting for static and dynamic content for special projects that cannot be supported at the unit level. Additional technology resources provided are PHP, Perl, and MySQL. Faculty (and student organizations) may request email lists at <http://lists.acomp.usf.edu> that facilitate email-based communications among group members. Users can moderate communications between members to ensure topical conversation.

Academic Computing is also the facility that provides the administration and facilitation of the University Computer Security program. As part of this service, Academic Computing monitors, reports, and provides resolution to computer security issues. This includes developing policies and procedures to protect University and individual resources on the USF community network. Virus protection software and best practices can be found at the USF security website at <https://security.usf.edu>. Instructors should note that students at USF are provided email addresses free of charge. Email can be accessed via the web at <http://mailbox.acomp.usf.edu> or through a mail client such as Eudora or Outlook. Email accounts also offer spam filtering, virus blocker, and vacation messages. Students are also encouraged to use other facilities such as personal web pages at <http://myweb.usf.edu> and blogging at <http://blog.usf.edu>.

RCCF Services for Instructors

Research Computing Core Facility (RCCF), a division of Academic Computing, provides high performance computing resources to the University community. These include large memory SMP servers, a sixty node Condor grid, and several Beowulf clusters. RCCF resources are available to all faculty, (and students) actively involved in research with faculty. In addition, special arrangements may be made to allow use of the facilities for class instruction. RCCF offers intensive HPC training courses, and on-line tutorials. RCCF also provides licenses for research software such as Matlab, Maple, Mathematica, and Femlab. For a complete list of resources, please visit <http://rccf.acomp.usf.edu>.

Academic Computing provides video streaming service for the online distribution of classes, instructional support videos, and invited lecturers both live and on-demand. Videos are made available via either through Blackboard or www.netcast.usf.edu. Academic Computing provides and supports wireless access to USF's data network for faculty (and students). Coverage maps and additional information can be found at their website under the "Connect to USF" tab.

What voice and data communications services are available to instructors?

- **Information Technologies** (974-9000), located in SVC 4010, provides one-stop shopping for your communication needs.

Voice Communications: Services include telephone service, long distance access, voice mail, and the training necessary to effectively utilize these services. Your department (Telephone Counselor) works with the Customer Service staff to order, install, and maintain your service. Your Counselor has been trained to help you determine your requirements.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

University faculty, staff, and students may contact the Information Technologies Support Services, at 974-9000, to report telephone trouble, ask questions concerning telephone features and voice mail, and to schedule faculty/staff training for telephone features.

Special Needs: In accordance with Title II of the Americans With Disabilities Act, the following special telecommunications assistance is available for sensory-impaired persons: auxiliary aids such as amplified and hearing compatible handsets, special access telephone lines to accommodate Telecommunications Teletype (TDD/TTY) devices, and re-positioning telephones to provide better access to facilities by physically impaired individuals.

Long Distance: A seven-digit authorization code is required for all chargeable calls including directory assistance from on-campus telephones. Calling cards and prepaid calling cards are available for individuals needing to place long distance chargeable calls from off campus. Contact 974-9620 for assistance in authorization code, prepaid calling cards, and calling cards.

Conference Calls: An audio teleconference bridge is available to individuals needing conference call services (local or long distance). To schedule a conference call, you will need to contact Information Technologies Operator Services at 974-4800.

Data Communications: Information Technologies and Academic Computing Technologies maintain the University high-speed network with Internet and Internet2 connections. Faculty should contact their college/campus computing administrator to obtain connections to the campus network. Desktop connections of 10/100 mbps are readily available in most locations. Higher speed connections for special applications can also be arranged on a case by case basis.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

Where can instructors obtain assistance in dealing with personal and work-related problems?

- The **Employee Assistance Program** (974-5469), located in SVC 2128, responds to the needs of faculty and staff in assisting with personal, family, and work-related problems by offering free, professional, confidential, personal and career counseling and referral services. Other services include (1) consultation to academic, administrative, and service units, (2) supervisor training; and (3) personal growth and skill-enhancement workshops and groups. These services are available to all USF faculty and staff, their spouses and dependent children residing with them.
- **Office of Diversity and Equal Opportunity** (974-4373), located in ADM 172, is responsible for the development, monitoring, and implementation of USF's Diversity, Equal Opportunity and Affirmative Action plans and programs, and Disability Access Services. The office is responsible for implementing a university wide diversity education component as well as ensure compliance of the University with Federal, State, and local regulations pertaining to Equal Education Opportunity, Educational Equality, Equal Employment Opportunity, Affirmative Action, Access, and Accommodations for individuals with disabilities through (1) formulation and implementation of policies, (2) developing and providing awareness and education programs for the USF community, (3) providing counseling and consultation services to management employees, (4) monitoring of admission, recruitment, selection, hiring, promotion and termination activities, (5) resolution of equal opportunity disputes through mediation, conciliation, or investigation of discrimination complaints, (6) development and coordination of the annual equity, accessibility, Title IX, affirmative action and equal opportunity plans, and (7) evaluation of the effectiveness of unit diversity plans and programs. The DEO web site can be found at: <http://www.usf.edu/ea>.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

What office supports the integration of instructional technologies?

Educational Outreach helps faculty integrate instructional technologies with teaching and learning, supports online learning and off-campus courses, and oversees the largest distance and distributed learning program in the State of Florida. USF is a multi-campus university supporting a high-speed networked community that includes four campuses and many community colleges. Educational Outreach transmits courses and programs using microwave, satellite, telephone and Internet based technologies. Off-campus instructional sites include corporate, community, and governmental locations statewide.

Where can instructors locate audiovisual equipment and services?

Educational Outreach - Classroom Technology Services (CTS), located in SVC 61, provides audiovisual equipment and services in support of instruction and research at the USF-Tampa Campus, University Mall Theatre Classrooms. A diverse equipment inventory is maintained to meet the varying needs of faculty. For information about available resources, contact the CTS Information Desk at 974-2380 or visit the website at:

<http://www.outreach.usf.edu/cts>.

Media Enhanced Classrooms

Over 100 general use classrooms are permanently equipped with a range of low and hi tech equipment such as data projectors, PCs w/ high speed Internet access, document cameras and VCRs. To schedule a technology classroom contact the Space Scheduling Office at 974-2461, or to learn more about specific equipment in any of the classroom locations visit the CTS Website at <http://www.outreach.usf.edu/cts/MediaEnhanced.htm> or contact the CTS Information Desk at 974-2380.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

AV equipment Delivery and Check-Out Services

The delivery and check-out of audio visual equipment can be arranged by filling out and faxing reservation forms available on the CTS Website at <http://www.outreach.usf.edu/cts>, and by calling or stopping by the CTS Information Desk. Some equipment is available for check-out on a semester loan basis. Equipment resources include:

- Digital Equipment: Laptops, camcorders, tripods, cameras, data projectors, documents cameras, DVD players and portable videoconferencing systems.
- Standard Equipment: TVs, VCRs, slide projector, overhead projector, podium/mic and portable P.A.
- Wireless Equipment: Slide projector remote controls and microphones.

AV Technical Support

Help-line assistance and on-site support are provided for all services. If technical problems occur or questions arise regarding the operation or set-up of equipment, contact the CTS Help Desk at 974-2382.

Where can instructors find technical assistance for distance learning at USF?

Educational Outreach - **Classroom Technology Services (CTS)** schedules distance learning classrooms and delivery services supporting videoconferencing, teleconferencing and streaming applications. To schedule one of these classrooms or to inquire further about the various delivery options, please contact the CTS Distance Learning Services at 974-0405.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

Distance Learning Classrooms

Instructional Television

Located at the Lakeland, Tampa and St. Petersburg campuses, these classrooms are designed for both instruction and video production. The 'studio' classrooms provide for the real-time distribution of programs using broadcast technologies to deliver one-way video and audio with remote student interaction provided through telephone, fax or e-mail. Due to the video production capabilities of these facilities, other types of services scheduled in these classrooms are:

- Capturing video Clips for integration into online courses or websites
- Recording classroom simulation activities
- Pre-recording a class that otherwise would be cancelled due to a conflict with a conference or other academic activity. (CTS can help schedule the viewing of the recorded content at the regularly scheduled class time.)

Videoconferencing

Conference rooms are located at each of the USF Campuses. These rooms provide for interactive, two-way video and audio communications between two or more locations. In addition to the videoconference systems, each room is equipped with a PC, high speed Internet Access, document camera, and DVD/CDROM/VCR. Examples of activities scheduled in these classrooms are:

- Courses engaging students located in another classroom at a regional campus, across the state or international location
- Hosting a guest speaker
- Team teaching courses with colleagues at another institution
- Meetings in support of research

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

- Doctoral and thesis committee participation

The videoconferencing classrooms located at each of the USF campuses connect to the University videoconference bridge which allows for multiple site participation in a single conference. The bridge supports connections to conferencing locations almost anywhere in the world using telephony (ISDN), Internet and Internet 2 services.

Teleconferencing

The studio classrooms connect to the University microwave network which supports the local distribution of programs to regional campuses, partnering broadcast stations such as WUSF TV, Tampa Education Cable Consortium (TECC) and Manatee Educational Television (METV) and to designated business and industry sites located within a six-country service region. The classrooms also have access to the University satellite network for programs serving statewide, national and some international audiences.

CTS also schedules and coordinates services for "receiving" satellite teleconference programs using either Ku or C-band service.

Video Streaming

In collaboration with Academic Computing, instructional television classrooms can also be used to stream video for both real-time delivery and on-demand applications over the Internet and Internet2. To view some applications currently using this delivery option, log onto <http://www.netcast.usf.edu>.

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

What resources can help instructors become more skillful in the classroom and at a distance?

- The **Center for 21st Century Teaching Excellence (C²¹TE)** (974-2576), with main offices located in SVC 1072, offers a wide range of instructional support for faculty and graduate teaching assistants. The Center includes the Media Innovation Team (see below).

The information below highlights general services offered by the Center.

- **Teaching Effectiveness Workshops:** Each semester, the Center offers a wide variety of seminars, workshops, and conference presentations. A brochure describing the upcoming workshops is sent via campus mail to faculty and teaching assistants at the beginning of each semester. In addition, the workshop schedule and registration form can be found on-line at the C²¹TE's website <http://www.cte.usf.edu>. These workshops are free. Faculty and GTAs attending twenty or more hours of Center-sponsored workshops per year will receive Certificates of Achievement.
- **Individual Consultations:** Instructors can request individual assistance with a variety of teaching concerns. Help is available to those interested in (1) designing or redesigning courses, (2) exploring alternative teaching strategies, (3) creating instructional materials with and without technology, (4) improving classroom tests, and (5) resolving classroom problems.
- **Classroom Observations:** Research shows that classroom visits by knowledgeable consultants are one of the most powerful instructional improvement tools available to faculty. For maximum impact, these activities

should involve (1) a short pre-visit discussion to identify the specific types of feedback the instructor desires, (2) a classroom visit on a date designated by the instructor, and (3) a confidential post-visit feedback session to describe what was observed and explore instructional improvement possibilities. A two-week advance notice is helpful to schedule a classroom observation.

Videotaping of observations is always an option. Instructors say that they learn a tremendous amount from viewing a few brief sessions of the tape of their teaching during the post-visit feedback session.

- **Student Feedback:** The Center is available to help instructors design efficient course-specific strategies to collect timely student feedback. The methods and materials developed for this purpose is often different from commonly used end-of-the-semester student rating questionnaires and are more useful to one's self-improvement efforts.

- **Reading Resources:** The Center's Library and Reading Area houses a large collection of books, article reprints, workshop handouts, and bibliographies addressing a wide variety of issues in higher education. A listing of these resources are available on-line at <http://www.cte.usf.edu>.

What resources in the C²¹TE can help instructors enhance teaching with technology?

Media Innovation Team (MIT): The Center for 21st Century Teaching Excellence includes a team of professionals to support the integration of technology in teaching. The team includes instructional designers, multimedia specialists, web course developers, and audiovisual and video production experts. MIT staff design and implement the integration

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

of technology in teaching and learning in accordance with course and assignment goals and objectives:

- Web course development from inception through implementation.
- Instructional design and consultation for all distance-learning options. Web Course Developers, Instructional Designers, and Multimedia Specialists work closely with faculty as a team to produce digital courses in whole or in part using unique web sites and Blackboard Courseware.
- Multimedia Development of digital technologies to enhance course content.
- Integration of digital video, delivery of fully interactive video-conferences at multiple locations, and traditional one-way video/two-way audio models are supported.
- Contact Bill Patterson, Associate Director of the C²¹TE and team leader of the MIT, SVC 0036, 974-8001, patterson@cte.usf.edu. MIT email: onhelp@admin.usf.edu.

Where can instructors find assistance with technology-enhanced teaching?

VITAL, the Virtual Instructional Team for the Advancement of Learning, is a unique consortium of seven USF units collaborating to assist faculty efforts to use technology to improve teaching and learning. VITAL members include Academic Computing, the Center for 21st Century Teaching Excellence, Educational Outreach, the Florida Center for Instructional Technology, the Health Sciences Center for Information Services, the USF Libraries, and WUSF Television. VITAL members provide regularly scheduled workshops,

ASSISTANCE AVAILABLE TO INSTRUCTORS...continued

are available to assist in one-on-one sessions, and provide course development assistance for online and other distance learning delivery systems.

Current information regarding the many different types of assistance and support services available is posted on the VITAL homepage <http://www.usf.edu/VITAL>. To pose a specific question to all VITAL members, simply address an email message to vital@usf.edu. Local phone calls can also be made to 974-2076 and toll-free calls may be made to 1-877-435-2662.

PREPARING FOR THE FIRST DAY OF CLASSES

Where should an instructor begin?

- One helpful starting point is to ask your department secretary or chairperson for all available information about the courses you have been assigned to teach (e.g., recent course syllabi on file, names of faculty and/or graduate teaching assistants who last taught the class). Speak with experienced instructors and closely examine their syllabi.

- If the following issues are not addressed in the written materials you have been given, make certain your conversations include the following course planning questions:
 - What are the primary goals of the course? For example, what types of students typically enroll in this course; what types of degree requirements does the course fulfill, and what are students expected to learn to be successful in subsequent courses in the department?

 - What are the basic logistical arrangements of your teaching assignment? For example, when and where does the class meet; where will your office be; how do you obtain a key; and how do you obtain a textbook and sample tests used previously in the course?

 - What are some important instructional issues you should consider? For example, are there any formal expectations regarding how you should teach the class; what kinds of assignments are you expected to create; and are there any policies regarding grading that you are expected to follow?

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

- What is the best advice in determining one's professional priorities? For example, how many hours per week should be spent preparing for class, holding office hours for students, grading student assignments, doing scholarly research and writing, serving on committees and/or attending meetings?
 - What type of support is available to you for typing, photocopying, collating course handouts, and preparing quizzes? Depending on the size of your department, advance planning may be required by the support staff.
 - What are some of the problems encountered most often by faculty who have taught this course?
- Another important planning issue involves student use of library materials. If you wish to put items on reserve, consult with the Reserve Department one to two weeks before the start of the semester to complete the request process. Though the normal processing time for reserve materials is 24 hours, processing typically takes longer at the beginning of each semester due to high demand. Call 974-2836 for information.

What are some strategies to reduce nervousness?

- Nervousness among new instructors is commonplace on the first day of classes. Some simple, yet effective, ways to reduce anxiety include:
 - Practice, practice, practice -- There is no substitute for ample advance planning and preparation.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

- Make a strong start -- Begin with an engaging introduction that is easily remembered.
 - Focus on a few main ideas -- Concentrate on your students and not on your feelings of nervousness.
- Reading is another way to learn to become a more confident and skillful instructor. Two articles, Appendix 1 and Appendix 2, provide additional insights to assist new instructors.

What might instructors do on the first day of classes?

- Since students commonly have difficulty locating their classrooms on the first day of class, it is helpful to be in the classroom five or ten minutes early. To help students determine quickly that they are in the right classroom, write the title of the course, the course number, and your name on the board before students arrive.
- Giving students written materials during the first class is also a good idea. Distribution of course syllabi and/or other handouts communicates that you are prepared and organized. Because handouts help focus attention, they can reduce the natural nervousness, yours and theirs, that is common on the first day. Further, handouts provide students with something to refer to throughout the semester.
- In addition to providing an introduction to your course and its requirements, you might also consider offering a brief personal introduction. Students are typically curious about instructors as people. Directly addressing this curiosity can reduce feelings of uncertainty. Further, communication research suggests that credibility is

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

influenced significantly by an audience's perception of a speaker's expertise and trustworthiness. Your personal introduction can readily address both these concerns.

Indicate why you chose the field you are in and why you find your discipline fascinating. Describe how your specific background (i.e., educational, professional, or personal) has prepared you to teach the course. To help convey that you are approachable, you might mention where you are from, where you did your undergraduate work, what type of student experiences you've had, and any unique hobbies or other interests you wish to share.

- Furthermore, you may want to describe the rationale underlying the course structure, content, and assignments. Discussing why you have chosen certain teaching methods in contrast to other instructional approaches may also be appropriate. This discussion can demonstrate that you have thought carefully about your teaching and how it will enhance student learning.

What information should be included in course syllabus?

- One of the best ways to get classes off to a strong and positive start is to prepare clear, comprehensive, and engaging course syllabi. Ideally, a course syllabus should be more than a simple listing of curricula topics, assigned readings, and examination dates. The most effective syllabus outlines the settings, conditions, expectations, and performance criteria for students. While many instructors enjoy preparing course syllabi with a "personal touch," a course syllabus should, at a minimum, address the following: (1) course objectives, (2) assignments and dates, (3) grading policy, (4) examination dates, (5) attendance policy, and (6) other requirements. USF policy requires that all students receive a graded assignment or examination prior to the semester's drop/add date.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

- The Office of Academic Support and Accommodations for Students with Disabilities (see page 15) strongly suggests that a statement such as the following be included in the syllabus for each course:

Students with disabilities are encouraged to consult this instructor as soon as possible each term and provide a letter from the Office of Academic Support and Accommodations for Students with Disabilities in order to arrange accommodations. This instructor will provide only the accommodations specified in the memorandum from the Office of Academic Support and Accommodations for Students with Disabilities. It is the responsibility of the student to initiate this process.

- Instructors who plan to use USF's plagiarism detection service (see page 71) should include the following message in the syllabus to clear the way for submitting student assignments to the service:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to submit assignments to this detection service. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. Also see <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

Here are some other suggestions for the syllabus:

- Place the course in a larger context. Make a statement as to why students may want to take the course, how the course fits into the University's general education requirements, etc.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

- Describe the background and skills needed by students to be successful. Include any prerequisite courses and the specific knowledge and/or skills that students are expected to possess prior to enrolling, etc.
- Highlight the primary course objectives in an engaging fashion. Describe what students will learn while taking this course.
- Discuss how the course has been structured and organized. For example, indicate why the topics are sequenced as listed.
- Indicate how class time will typically be spent. For example, include what type of pre-class preparation is expected and describe how class time will typically be spent (e.g., will there be lectures, discussions, problem-solving activities, or group presentations?)
- Describe the types of intellectual activities the course will require. For example, include your expectations regarding student writing and/or speaking, whether assignments will require students to describe, analyze, provide evidence, criticize, or defend, and whether assigned readings will emphasize primary or secondary source materials and why.
- Describe significant classroom policies and procedures. For example, include any formal expectations/rules governing proper classroom conduct you have, and what your policies are regarding assignments that are submitted late.
- Preview the assigned textbook and/or readings. Indicate why these texts were

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

- chosen, what their relative importance is to success in the course, and how much time the typical reading assignment will take to complete.
- Indicate the frequency and types of exams that will be given. Include the scheduled exam dates, the types of tests -- multiple-choice, essay -- that will be used, whether the tests require the ability to memorize, to apply knowledge in a new context, or to synthesize. Describe also your policies regarding make-up exams.
 - State the steps you will take to prevent and/or respond to academic dishonesty. Include your views about students working together on assignments, what constitutes plagiarism, and how accusations of dishonesty can be avoided.
 - Specify how course grades will be assigned. Include activities that will contribute to the computation of final course grades and how each activity will be evaluated.
 - Being clear and explicit on these matters at the beginning of the term will significantly reduce the number of stressful and unpleasant grade disputes you may have to resolve at the end of the semester.

When do instructors receive class rolls?

Class rolls are issued by the Registrar three times each semester. The first is prepared immediately prior to the start of classes and is sent in bundles from the Registrar to each College Dean. The Dean's Office then distributes the class rolls to each department. Departments then place class rosters into each instructor's mailbox generally before the first day of classes. Check with your department staff if you do not receive class rolls on schedule.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

You will receive two copies of the first class roll; read carefully the attached instructions regarding students who miss class on the first day. By circling the names of students absent from the first class and returning one copy of this class roll to your department, you ensure that absent students will be administratively dropped from your class by the Registrar. (See the next section regarding the University's first day of class attendance policy.)

The second class roll is sent to the Colleges after the end of the drop/add period (the fifth day of classes). The third class roll is distributed to the Colleges after the ninth week of classes; this corresponds with the last day to drop/withdraw without penalty and receives a grade of "W." Consulting each class roll promptly and ensuring its accuracy can help prevent stressful confusions at the end of the semester for both instructors and students.

Instructors who are utilizing BlackBoard courseware have another way of seeing who is registered in their courses. The Registrar's Office and Academic Computing automatically populate each BlackBoard course with the appropriate registered students. As part of the campus portal project, an optional BlackBoard online course site is created each semester for every course. For additional information on your BlackBoard course site, please contact Glen Parker at Academic Computing: glparker@usf.edu or go to <http://www.acomp.usf.edu/portal.html>.

If you have any veterans in your classes that are receiving educational benefits, a special printout will be sent to you during the semester. This is not for taking attendance on any specific day. Special instructions apply; assist veteran students in carefully completing this form.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

What is the University's policy regarding class attendance?

For 1000 to 5000 level courses, USF has a mandatory first day attendance policy. Students who fail to attend the first class and do not notify their instructor prior to the first class should be marked absent by circling their names on the first class roll. First day attendance is not mandated for graduate level courses. It is also recommended that you check with your Department Chairperson to determine if there are additional attendance requirements expected of students.

Because the University setting offers students a much greater opportunity to cut classes than high school settings, many freshmen develop poor attitudes and habits regarding class attendance. Remind students that you are genuinely concerned about the quality of their education; therefore, you will make class interesting and valuable. Advise them that students who frequently miss class generally do not perform as well as students who attend all classes.

What University policies exist regarding student requests for enrollment in closed sections?

- During the first week of class, the availability of seats in previously closed sections is determined from the current drop/add figures. Seats become available to students on a first-come basis. Procedures for allowing students to enroll in closed classes vary among departments; check with your department for specific criteria.

Individual instructors usually do not have the authority to permit students to enroll in closed sections. In most instances, if a student needs a class to graduate (or for

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

some other important reason), s/he must see the Department Chairperson or Advisor for approval.

What are the University's policies regarding grades?

- USF grading policies are listed in the Undergraduate Catalog. In addition, you should check with your Department for further grading requirements or guidelines that you must follow, particularly regarding grades of "I" and "M."
- Faculty should include in their course syllabi a clear statement regarding the relationship of attendance to grades. If the faculty member intends to reflect class absences in a lower grade, the special way attendance will be counted in the final grade should be made absolutely clear.
- Effective Fall Semester, 2000, instructors may use a plus/minus grading system to assign student grades. The use of the plus/minus system is at the discretion of the individual instructor. As part of the explanation of your grading plan in the course syllabus, a clear statement about your intent to use or not use the plus/minus system should be included.

A+		4.00
A	Excellent performance	4.00
A-		3.67
B+		3.33
B	Good performance	3.00
B-		2.67
C+		2.33
C	Average performance	2.00

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

C-		1.67
D+		1.33
D	Below average Performance	1.00
D-		0.67
F	Failure	0.00

Other Grades:

E	Course repeated, not included in GPA
FF	Failure/academic dishonesty
I	Incomplete
IF	Incomplete grade changed to Unsatisfactory
M	No grade submitted by instructor
MF	Missing grade changed to Failure
MU	Missing grade changed to Unsatisfactory
N	Audit
S	Satisfactory
U	Unsatisfactory
W	Withdrawal from course without penalty
WC	Withdrawal for extenuating circumstances
Z	indicates continuing registration

Please note that the grade of C- will satisfy specified minimum requirements of the Gordon Rule Courses and the common prerequisites unless otherwise specified in the Undergraduate Catalog.

- USF has a policy requiring faculty to supply mid-semester grades to first-time-in-college students. It has been shown that furnishing feedback to students in the form of mid-term grades helps to retain students in courses they might otherwise drop.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

An additional benefit is that it gives both faculty and students an opportunity to meet one-on-one to discuss grades.

- Mid-term grade sheets will be distributed about one week before they are due. Follow the same procedures, as described in the following paragraph, for completing and returning these sheets. Grade reports will be mailed to students approximately two weeks before the "drop" deadline. There will be an indication on the grade report that the grades do not necessarily represent 50% of the term's work, but are meant to provide students with an indication of their progress and whether they need to seek assistance.
- Instructor's final grade sheets are distributed to the Colleges approximately one week before the last day of classes. Read the instructions provided very carefully. Mark each student's grade clearly and initial any changes that you make on the sheet. Be certain to sign your grade sheet and submit it personally as instructed.
- Because the Registrar's Office must enter grades from approximately 5,000 grade sheets each semester, an occasional data entry error may occur. Therefore, instructors are later sent a grade sheet confirming the grades entered into the computer. This, too, should be checked carefully for accuracy.

What is the University's policy regarding religious observances?

- The University attempts to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the University's constituency. University policy states that no student shall be compelled to attend class or sit for an examination at a day or time when he or she would normally be engaged in a religious observance or on a day or time

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

prohibited by his or her religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination prior to the scheduled meeting. For additional information about religious holy days, contact the Office of Diversity and Equal Opportunities (974-4373), located in ADM 172. To obtain a list of religious holidays, go to their web site at <http://www.usf.edu/ea>.

- Students absent for religious reasons will be given reasonable opportunities to make up any work missed. In the event that a student is absent for religious reasons on a day when the instructor collects work for purposes of grading (homework, pop quiz, etc.), the student shall be given a reasonable opportunity to make up such work or shall not have that work averaged into the student's grade at the discretion of the instructor.

What additional items should new graduate teaching assistants consider?

- Teaching assistantships offer graduate students a rather unique employment opportunity because they simultaneously occupy two very different roles. As students at 9 a.m. on Monday, they may be sitting in the front row of class, taking copious notes from a distinguished professor with many years teaching experience. An hour later, as graduate teaching assistants (GTAs), they may be standing nervously at the front of a room while groups of undergraduates take notes (hopefully) from their presentations of course material (which the GTAs perhaps learned 72 hours previously). On some evenings, GTAs will complete both their own course work as well as the assignments they plan to give their students. On other evenings, they will compose polished examples of scholarly thought and expression and then turn around to grade large piles of undergraduate papers. It is not surprising, therefore, that many new graduate teaching assistants report that their workload is often

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unnerving and frustrating; further, the combined workload of instructor and student is likely to appear excessive much of the time.

Despite these pressures, serving as a teaching assistant is usually a good beginning for a career as a college professor. In addition to helping finance your graduate education (i.e., by providing both a paycheck and tuition waiver), your assistantship will help you become a part of the everyday life of your department. Furthermore, teaching as a graduate student can be an especially rewarding and creative activity. You will receive tangible evidence that your efforts have been well spent when your students understand and do well in the course.

- As you would expect, teaching assistants are most often assigned to teach required introductory courses at the freshman and sophomore level. It is likely, therefore, that your class will be composed of (1) students potentially majoring in your discipline, (2) students who are required to take the course but who know they are majoring in something else, and (3) students who are taking the course to assess their interest in your field as a possible major. Consequently, students' interest and motivation levels, as well as, their levels of prior preparation for the subject will vary considerably.

What additional items should new international instructors consider?

- Instructors who have received their educational training outside of the United States are commonly surprised at the informal behavior of many American students, both inside and outside of the classroom. For example, students generally dress casually. Some may arrive late. Though instructors are sometimes uncomfortable with student informality, many undergraduates are reluctant to change.

PREPARING FOR THE FIRST DAY OF CLASSES...contd.

Also common in the American classroom are student requests that faculty "speak up," "slow down," or repeat things said previously. At other times, student questions may appear to challenge your expertise. Such behavior may surprise you, especially if you are accustomed to students who appear more respectful of their teachers.

It is important to recognize that many USF undergraduates have had little or no close contact with people from other cultures. Therefore, such individuals are not consciously aware of their preconceptions. By being caring and personable, as well as intelligent and skillful in the classroom, you can play a significant role in combating prejudice and ignorance.

- Communication difficulties often arise in the classroom. One technique to reduce such problems is to confirm your understanding of what students have said or asked by paraphrasing their remarks. If you cannot comprehend the remarks of one student, ask other students for assistance. Do not pretend to understand if you do not.
- Assure your students that you welcome their help when they can call attention to language differences. Some students believe that it is not polite to mention language difficulties. Students need to be encouraged to let you know when there are language issues in the classroom.
- Students appreciate knowing something about your background. Sharing information about you can lead to better communication. It's also important to get to know something about your students to promote a positive classroom climate.

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Why are office hours important?

- Informal interactions during office hours provide a stimulating and rewarding extension of the learning process begun in the classroom. Further, such conversations can help reduce the impersonal nature of a large urban university for both students and faculty. Though instructor time is always in short supply, few activities have greater and more lasting impact on students than positive interactions and time shared with instructors outside of the classroom.
- Indicate your office hours during the first week of classes and announce frequently that students are truly welcome to meet with you at these and other times. Individually inviting students to visit or adding a friendly comment on a returned paper can help overcome many students' initial reluctance to participate in out-of-class meetings with their instructors.
- When students come to discuss academic or personal concerns, it is helpful to:
 - Be approachable -- Because students often feel as if they are intruding, it is important to make them feel welcome in your office from the outset. Pay attention to creating a relaxed, pleasant atmosphere. Use both verbal and nonverbal means to communicate your interest in your students.
 - Listen carefully and give students your undivided attention -- Students often feel that they are wasting your time. By listening and responding thoughtfully, you can allay this anxiety. One way to demonstrate your interest is through the questions you ask of them.
 - Be prepared to make referrals -- Recognize that often you will be unable to

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provide the answers or assistance needed. For additional information regarding your proper role as advisor or counselor, refer back to previous sections of this *Resource Guide*.

How can instructors enhance students' motivation?

- To enhance student interest, remember that "you have only one chance to make a strong and positive first impression." The following tips can help instructors establish a more rewarding and enjoyable classroom climate beginning with the first class:
 - Get to class a few minutes early and be prepared to stay a few minutes late to chat informally with students -- Arrange your schedule to allow enough time before and after class to converse with students. Students commonly view faculty who always appear rushed as "indifferent and unapproachable."
 - Attempt to learn as many names as possible -- This might seem like a simple suggestion, but it generally has profound results. Students respond positively when they are addressed as individuals.
 - Learn something unique about each student -- This strategy is another way to personalize relationships with students. Learning what other classes a student might be taking, how he or she spent the previous weekend, what his or her personal interests or hobbies are, what kinds of books he or she likes to read, or how many children the student has can help establish a supportive classroom climate. Asking students to complete short biographical questionnaires at the beginning of the semester is an easy and efficient way to collect such information.

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- Encourage students to ask questions before, during, and after class -- Demonstrate your openness to students' questions by allowing them time to think after you have asked questions. Three to five seconds of "wait time" dramatically increases the quantity and quality of students' questions. Listen carefully to each question and provide a concise response; afterwards, ask if your response adequately addressed the student's concern.
- Recognize and reward students' contributions -- Demonstrating an acceptance of opinions and viewpoints other than your own is an essential step in creating a supportive classroom environment. Inexperienced instructors who want to communicate their expertise and command of the subject are often unnecessarily authoritative. Students shut down quickly when they perceive that their instructor does not have an open and accepting mind. Create opportunities to show your genuine desire for active student involvement.
- Provide nonverbal encouragement -- There are several nonverbal ways to help create a classroom atmosphere that encourages positive social interaction. For instance, make eye contact with as many students as possible each day. Moving around the room will help you to engage their interest and enable you to better give students' the nonverbal communication.
- Eliminate stereotypes from class presentations -- Often, instructors unknowingly describe or illustrate course material using common, yet false, stereotypes based upon gender, race, ethnicity, religion, sexual orientation, etc. The classroom is an arena in which students can be taught to recognize and challenge false generalizations. Instructors must become appropriate role models. It is important that faculty avoid depicting authority figures as men

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and portraying women as subordinates. Generic masculine terms used to refer to individuals of either sex can offend many students and reduce instructor effectiveness.

- Research conducted in university classrooms across the country has revealed that instructors all-too-often engage in the following behaviors that influence negatively the motivation and/or performance of women and students from underrepresented groups:
 - asking female or students from underrepresented groups questions that require factual information while asking male students questions that demand evaluation and critical thinking.
 - responding more extensively to male students' comments than to the comments of female students.
 - coaching male, but not female students or students from underrepresented groups in working toward a fuller answer by probing for additional elaboration or explanation.
 - ignoring female students or students from underrepresented groups while recognizing male students, even when they clearly volunteer to participate.
 - calling directly on male students but not calling on female or minority students, or calling male students by name more often than female or minority students.

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- addressing the class as if no female or minority students were present.
 - using generic "he" or "him" to represent both men and women.
 - waiting longer for male than for female or minority students to answer a question before going on to another student.
 - interrupting female or minority students (or allowing them to be interrupted by peers).
- Use humor carefully -- avoid humor or gratuitous remarks that demean or belittle individuals because of their race, religion, or physical characteristics. Also, refrain from sharing negative generalizations about students, no matter how frustrating you personally find their attitudes or behaviors (e.g., calling a class lazy or shallow after having graded a dismal set of papers). Respect the dignity of all students.
 - Seek feedback from the class -- valuable information regarding ways to improve teaching can be obtained by using brief mid-semester questionnaires or by having student volunteers informally interview classmates and then report their findings to you. Three simple, yet helpful, questions include:
 - What specific things do you like BEST about the way your instructor has been teaching this class?
 - What specific things do you like LEAST about the way your instructor has been teaching this class?

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- For the remainder of the semester, what specific things might your instructor do to improve teaching/learning effectiveness in this class?

What should instructors know about establishing personal relationships with their students?

The University of South Florida strongly discourages amorous or sexual relationships between faculty and students where there is a benefit or service rendered or evaluation of performance. Relationships under those circumstances constitute a conflict of interest and require disclosure to the appropriate administrative supervisor so that arrangements can be made for objective evaluation and decision making with regard to the student or staff member.

What should instructors know about accommodating students with disabilities?

The University may be required to make reasonable modifications to academic programs or provide reasonable auxiliary aids and services to disabled students to assist them in participating in University academic programs. Accommodations such as reader services, notetakers, alternative exam administration, adaptive equipment, and interpreters are available to students through the Office of Academic Support and Accommodations for Students with Disabilities (974-4309) located in SVC 1133. For more information, consult USF's ADA Policy. A suggested statement for your syllabus can be found on page 55.

How can plagiarism be discouraged?

- The University of South Florida subscribes to a plagiarism detection service, Safe Assignment. SafeAssignment is an automated plagiarism detection system designed to work in conjunction with myUSF (Blackboard). Every student paper

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submitted to myUSF via this tool automatically undergoes a search through the Internet and a number of internal and external document databases for signs of plagiarism.

- First, create an assignment in SafeAssignment following the easy steps below.
- Then choose which of two ways you will have SafeAssignment check your student's documents:
 - You can submit your students' documents to SafeAssignment, or
 - You can have your students submit the documents themselves.

A. Creating a SafeAssignment:

1. Log in to myUSF at <https://my.usf.edu> using your netID and password.
2. Click the Courses tab.
3. Select the course in which you would like to create a SafeAssignment.
4. Click the Control Panel link.
5. In the Content Areas group, select the content area (and then the folder, if applicable) in which you would like to create the SafeAssignment.
6. In the Select drop-down menu (right side of the Add row), choose the

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SafeAssignment option.

7. Click the Go button.
8. Fill the form on the Add Safe Assignment page. This form will enable you to:
 - a. Add a Title to your assignment
 - b. Add the points possible
 - c. Add a text description of your assignment
 - d. Choose to make the assignment available or unavailable
 - e. Select dates to display after and until
 - f. Choose to make this a draft assignment
 - g. Allow or prevent students from viewing their assignment after submitting it. If you allow students to view the assignment, they will also be able to view the SafeAssignment report on matching content in their assignment
 - h. Allow or prevent students from resubmitting assignments
 - i. Request urgent checking (you will get a SafeAssignment report in approximately 15 minutes with urgent checking)
 - j. Create an announcement that will show up on the announcements page when the students access your course in myUSF.
9. Click Submit.
10. Your assignments will now be available for students' responses and for your upload of bulk or single documents. SafeAssignment also adds the following text to your assignment description so that students are aware that their submissions will be subject to the SafeAssignment system:

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"The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report."

It is also recommended that you inform students of the use of SafeAssignment in your course syllabus.

B. Student – SafeAssignment View and Submission

1. A student would go to the new assignment in its respective content area in your course and click the View/Complete link below the assignment's description. They will then have the option to submit their assignment document and add some comments.
2. Once the student submits the assignment, they have the option to return to it later and see their results (if the instructor enables this option – refer step A.8.g.). A resubmittable assignment will also allow the student to submit an updated document with new comments.

C. Instructor – Adding Documents to a SafeAssignment

If you would like to submit documents yourself to a SafeAssignment for plagiarism detection,

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1. Go to the Control Panel in your course.
2. In the Course Tools group, click the SafeAssignments link.
3. Click the Quick Submit link below the corresponding SafeAssignment to submit files.
4. You can submit files individually with comments or you can use a program such as EasyZip (<http://www.thefreesite.com/easyzip111.htm>) to zip several files up and submit them all at once.

Note that when you create an Assignment or a SafeAssignment in myUSF , a column is automatically created for that assignment in your grade book. This is a good feature if you use the grade book in myUSF. While creating the Assignment or SafeAssignment you also have the option to assign points to it (refer step A.8.b.) and this is then appended to your grade book.

When a student submits a paper to SafeAssignment, the content of the paper is checked against a variety of items on the Internet, electronic document databases, and documents already submitted to SafeAssignment. Material that may not be original is flagged and a matching score is calculated. SafeAssignment returns the matching score, a link/links to the original paper/papers, and a color-coded report.

Please note that the matching score is not a direct indication of plagiarized work. Sometimes, the match may simply be from a previous version of the same assignment submitted by the same student for the same class in that semester. Or the material may be documented correctly as a direct quote. The instructor has to finally evaluate if the

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student has violated plagiarism guidelines. For an important syllabus statement about the use of plagiarism detection systems, see page 55 in this guide.

- One plausible explanation for the prevalence of plagiarism in university classrooms is that it results from student ignorance regarding what plagiarism is and how it can be avoided. Some common reasons why students plagiarize include: (1) not knowing how to begin a difficult assignment (and not seeking out-of-class assistance from their instructor), (2) placing greater faith in other students' ideas than in one's own work, (3) not locating needed library resources early enough to assure their availability, (4) not allowing ample time to properly complete a lengthy assignment, and (5) believing that plagiarism will not be caught and/or punished.
- Other instances of plagiarism occur as the result of student misunderstanding or misinformation; the most common offenses in this category are unknowing violations of proper citation practices. Omitting quotation marks when material has been copied word-for-word from an author and not citing the original author when material has been paraphrased are two frequent problems. While it is essential that students learn to cite their sources properly, footnoting techniques and referencing formats vary greatly from discipline to discipline. Do not assume that your undergraduate students will know the proper conventions and bibliographic forms used in your discipline. Providing clear and detailed directions on the preferred citation format when assignments are given discourages plagiarism.
- When planning written assignments, it is helpful to create projects that discourage plagiarism. Original and/or specific writing assignments are less likely to encourage plagiarism than more standard and/or general topics. For example,

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instead of asking students to discuss Shakespeare's view of tragedy in *King Lear*, ask them to analyze a specific scene or speech. Also, consider supplying students with an analytic framework for writing a paper that requires original thinking and/or research. Assignments that emphasize or require only information retrieval are easier to plagiarize.

- When first discussing a course assignment, describe the consequences of plagiarism. By discussing plagiarism openly, you can both educate students who are confused about the issue as well as demonstrate that you are not afraid to confront the problem.
- The *Undergraduate Catalog* defines and illustrates examples of plagiarism; it also describes the proper procedures to be followed in instances of alleged academic dishonesty. Every instructor should read this section carefully and become familiar with its contents.
- USF Libraries Website provides instructors with on-line resources to assist them in discouraging plagiarism at www.lib.usf.edu/services/plagiarism.html. Links are provided to help instructors define plagiarism, detect plagiarism, and suggest methods to deter plagiarism in class assignments.

How can other forms of academic dishonesty be discouraged?

- Though academic dishonesty is an issue that most instructors prefer not to acknowledge, a number of campuses have reported studies that revealed a surprisingly large percentage of students surveyed admitted to having committed one or more types of academic fraud. Though unpleasant, an instructor's responsibility for establishing, fostering, and maintaining academic standards

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and values in the classroom should not be ignored. The *USF Undergraduate Catalog* describes campus policies regarding cheating and plagiarism; these policies are precisely stated and must be followed to the letter in their entirety. Consult and study carefully the procedures described.

- The following suggestions should help minimize academic dishonesty in the classroom:
 - Create positive student motivation -- Try to instill in students a positive attitude toward learning rather than encouraging them to think of class assignments as mere "hoops to jump through." Design personally challenging and curiosity arousing assignments and explain why each assignment is educationally significant. Further, let students know that you will read their work with great care and interest.
 - Prepare your students -- State your expectations regarding proper academic behavior in writing and remind students of relevant issues at appropriate points in the semester. For example, in your syllabus indicate (1) whether the use of any resource materials will be allowed during exams, (2) whether photo ID cards or special examination books will be required, (3) whether students may enter or leave the classroom while an exam is in progress, and (4) whether collaboration is permitted when preparing papers. Chances are good that if a behavior is not prohibited explicitly, students will assume that it is permitted.
 - Minimize temptations -- In large classes that are difficult to proctor during exams, for example, it is helpful to prepare multiple versions of the same test switching either the question order or the sequence of options

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provided within each question. A second simple strategy to prevent cheating is to print the exam on different colored papers so that it appears as if multiple versions are being used.

- Create new assignments -- Recycling the same exams or assignments semester after semester encourages students to spend more time seeking out old exams than actually studying.

DEALING WITH CLASSROOM EMERGENCIES

An Operation Alert system has been developed for handling emergencies. The University Police Department Communications Center, located on the Tampa Campus, is operational 24 hours a day and should be notified by calling 911 immediately in emergencies. The non-emergency telephone number for the University Police Department is 974-2628.

What should an instructor do if a student has a medical emergency?

- Immediately call 911 in all instances of serious medical emergencies. Advise the nature of the illness or injury and your exact location. A police officer will respond and offer assistance; Tampa Fire Rescue will be notified to respond if necessary. In non-emergency situations, refer students to **Student Health Services** (974-2331) which is located adjacent to the USF Bookstore. SHS does not provide transportation services.

What should instructors do if an alarm is set off?

- If an evacuation alarm sounds in your building, evacuate your classroom immediately using the nearest building exit (even if you suspect it is a false alarm). Do not use the elevators. Have students stand clear of the building and do not permit anyone to re-enter the building until instructed to do so by a police officer (even if the bells stop ringing).
- Fire drills are held each semester. You should receive advance notice of scheduled drills to enable you to plan instructional activities accordingly.

What should an instructor do if a student's conduct in the classroom becomes abusive or dangerous?

- It is very important that instructors exercise sound judgment in assessing a

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potentially dangerous situation. Remain calm and seek a controlled and rational response. Loud verbal exchanges between instructor and student are usually counterproductive and can lead to other more serious forms of confrontation. Students have certain rights that must be protected when a discipline issue arises. There are specific procedures dealing with what the instructor should and should not do prior to requesting that a disruptive student be permanently dismissed from class. For information concerning this issue and what procedure faculty must follow, consult the USF Undergraduate Catalog.

- Call 911 for emergency assistance if a physical confrontation is likely or if other assistance from the Police Department is necessary. Accurate written records of significant incidents must be kept and your Department Chairperson should be immediately advised of the situation.

What should instructors know about bomb threats?

- If you receive a bomb threat, it is important to obtain as much information from the caller as possible. Things to ask include (1) location of the bomb, (2) time of explosion, and (3) type of bomb. Observe the caller's voice and any background noises you may hear. Such information may assist in identifying the caller. Call the Police Department by dialing 911 immediately.
- Instructors should inform students that final exams would be given as scheduled regardless of bomb threats. Each Department is responsible for a planned alternate meeting site for classes. Since adopting this policy, there have been few bomb threats at USF. Prior to final examinations, check with the department staff for your class' alternate test location.