University of South Florida  
Sarasota-Manatee

Course Title:  
The Sociology of Sexualities, SYP 3060  
Online Delivery  
Fall Term, 2014

Required Textbook:  
Sex Matters: The Sexuality and Society Reader, 4th edition  
Stombler, Baunach, Simonds, Windsor & Burgess  
W. W. Norton and Company, 2014  
ISBN  978-0-393-93586-8  
*Be sure to obtain the fourth edition!*

Instructor:  
Dr. Gary Voelkl

Dr. Voelkl holds a Ph.D in sociology from Purdue University. He earned his undergraduate degree from the State University of New York. He has held faculty and teaching positions at Indiana University-Purdue University at Indianapolis, the State University of New York, the University of South Florida, the State College of Florida. In addition to his academic pursuits, Dr. Voelkl was associated with Kodak for 15 years, most recently as Manager of Diversity Initiatives. He also served as Manager of Kodak’s Work/Life Programs and as Employee Assistance Counselor for the company.

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Department Telephone:  (941) 359-4454

The class will be entirely on-line. The Canvas environment provides most of the tools that will facilitate communication with me as needs arise. Please feel free to e-mail me, as well. I will do my best to respond to your questions within 24 hours. I am available to meet with you at the Sarasota Campus if you have questions you would like to discuss in person. Please send me an e-mail to set up an appointment.

Course Description:

We live in a sex-saturated society. We hear of sex drive, sex toys, sex crimes, sex scandals and sexaholics. Sex seems to permeate every aspect of our lives - from advertising to politics to our relationships with others. Yet we rarely consider the historical, legal and cultural contexts of sexuality.

Though we may perceive sex to be a natural and biologically driven behavior, sex is in fact largely shaped by social norms, values and roles. Sociologists believe that while our body and brain help predict the ways we express sexuality, the culture we live in, and the way our parents and society socialize us, is at least as important as, and maybe more important than biological determinants. Understanding contemporary sexual matters
requires considering how sexuality varies across time and place and how it is molded and even manipulated by the individuals, groups and structures that surround us.

The Sociology of Sexualities views sexuality through a sociological lens, exploring the social context of sexuality. Of course, biology is an important and, indeed, indispensable consideration in understanding sexuality. The sociological lens is not the only way to see sexuality – but it is my hope that it will help you see sexuality in a way that supplements and extends your knowledge of the way sexuality functions in society and in your own life. Although often characterized as a purely biological and often uncontrollable phenomenon, sex is, in fact, social.

Why the “Sociology of Sexualities”? Sexuality is an important and legitimate arena for sociological inquiry that has probably received less attention from sociologists than it deserves. Sexuality is an indispensable part of an individual’s persona. Indeed, it has been proposed that if you want to know what an individual is really like, look at the way they use their sexuality. Some might argue the extension of that yardstick to societies.

Sex and sexuality are not obscure topics for any of us. As with most of the subject matter of sociology, it is part and parcel of our lives. We have values, principles and opinions – some strongly held – going in. I expect the diversity of your ideas and opinions, tempered with knowledge gained through actively exploring this subject, to be an asset to our experience this semester. As such, this course will be both instructor and student driven. Our online discussions are an important component of the class. You are expected to take an active role in shaping the learning environment. As you interact, ask questions, share insights, and push each other’s thinking, we will not only learn, but do so in a context that is lively and dynamic.

I anticipate a variety of backgrounds, interests and reasons for enrollment among students attending the course. Topics scheduled for examination include:

- What is “having sex”?
- How we learn about sex
- Gender and sexuality
- Sexual orientation
- Varieties of sexual expression
- Sexually transmitted diseases
- Sexual deviance and victimization
- Pornography and commercial sex

I hope that you will find this to be a rewarding personal experience, one that leads to a re-examination of your own experience, values, beliefs and assumptions.

**PLEASE NOTE!**

1. The language used in parts of the textbook may be offensive and/or objectionable to some. Please be aware that “street terms” to describe sexual acts are often used in the readings.
2. Since this area of study can generate emotion and, for some, may touch upon very private memories and feelings, strict regard for confidentiality must be respected throughout the semester. Please respect the dignity and privacy of your classmates by not revealing their comments and conversations to those outside of this class.

3. Academic discourse is expected from students when posting on the discussion board. Out of respect for your classmates, please refrain from language that may be offensive.

**Course Goals:**

- Application of the sociological perspective to the examination of sexuality
- Examination of the “social construction of sexuality”
- Study of scientific research methods as applied to the investigation of sexuality
- Introduction to diverse perspectives on sexual orientation and gender
- Examination of victimization and perpetration of sexual abuse
- Consideration of how gender, ethnicity, race, religion and social class shape the process of sexual socialization.
- Dispel common sexual myths
- Strengthen your general sociological sophistication through sixteen weeks of studying and participating in applying the sociological imagination to the subject of sexuality.

**Learning Objectives:**

As a result of participating in this course, you should

- Expand your intellectual understanding of sexuality and sexual I.Q.
- Recognize and appreciate the range of human sexual behavior
- Be provided with a strong foundation for your own sexual choices

**Class Structure:**

The format for class will be on-line via the USF Canvas. We will not meet live at all. However, I am available to meet with you at the Sarasota Campus if you have questions you would like to discuss in person. Please send me an e-mail to set up an appointment.

The class is organized into 16 weeks, the last being the final exam. These appear as your Course Modules. Most topics will be covered in one week, but those that require more reading will take place over two weeks. Under the “Modules” tab you will find the required reading for that week. Each week, you will be engaged in a discussion of that week’s material. The discussions will be composed of two parts: (1) Your response to assigned discussion questions and (2) Your reaction to the responses of your classmates. The discussion questions are found in your “Discussions” tab. Be sure to carefully read “Grading Class Discussions” in the Class Discussions section of this syllabus for a detailed explanation of how your discussion participation will be graded. You will also be completing and submitting an online multiple choice quiz on the assigned readings.
each week. The quizzes are found in the “Quizzes” tab. A comprehensive final exam will wrap up the course. The final exam will be essay in format.

**Grading and Evaluation:**

Your final grade in the course will be determined by performance in three areas:

1. **Quizzes on Assigned Reading:** 40% of your total course grade
2. **Class Discussions:** 40% of your total course grade
3. **Final Exam:** 20% of your total course grade

Final letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-97</td>
<td>A+</td>
</tr>
<tr>
<td>96-93</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-83</td>
<td>B</td>
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<tr>
<td>82-80</td>
<td>B-</td>
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<tr>
<td>79-77</td>
<td>C+</td>
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<td>76-73</td>
<td>C</td>
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<td>72-70</td>
<td>C-</td>
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<tr>
<td>69-67</td>
<td>D+</td>
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<tr>
<td>66-63</td>
<td>D</td>
</tr>
<tr>
<td>62-60</td>
<td>D-</td>
</tr>
<tr>
<td>Under 60</td>
<td>F</td>
</tr>
</tbody>
</table>

As an example, if your final quiz average was 80, your final class discussion average was 90, and your final exam grade was 70 your final course grade would be: 

\[
(80 \times 40\%) + (90 \times 40\%) + (70 \times 20\%) = 82
\]

Your grade for the class is B-.

**NOTE:** There is no “Extra Credit” available in this course. You will be evaluated on your performance on the above assignments only.

**Quizzes on Assigned Reading:** Ten multiple-choice quizzes will be given throughout the semester. They will cover the assigned reading from the weeks covered by each quiz. These can be found in the “Quizzes” tab.

**Final Exam:** The final exam will be essay in format and will be given during finals week.

**Discussions:** Each week throughout the course (other than weeks fourteen and fifteen) there will be discussion questions to which you must respond. Week One will be an “Introductions” discussion and will not be graded. Click on the “Discussions” tab to gain access to the week’s online discussion. Not only are you expected to respond to the question(s), you are also expected to respond to other student's answers with your own observations/insights. Your discussion posts should reflect your active participation (that is, you should be posting several times throughout each week) and your learning from the course. Discussion questions will refer to our textbook readings.

*Since each discussion ends and closes on Sunday, discussions cannot be made-up. If you do not participate during any week, you will receive a grade of zero for that week’s discussion.*

(Scroll Down)
Grading Discussions

Class Discussions open at 6:00 A.M. on Monday of each discussion week and close at 11:55 P.M. on Sunday of that week.

There are three basic requirements for the Class Discussions:

1. Respond to each of the Discussion Questions. You must respond to at least one question by the end of the day on Friday of the first discussion week.

2. Respond to the posts of at least one of your classmates.

3. The total number of posts required for the discussion will be stated. You must post at least that number of times or incur a five point penalty for each post you are short.

Important: Do not answer more than one discussion question in a post. Post separately for each discussion question. You must meet the requirement for the number of posts required each week.

Each of the discussions will last one week, running from Monday through Sunday. The questions for each discussion are found in the Discussions tab. You will also respond to other students’ responses with what you feel to be useful feedback. In these discussions you will be interacting with other students in a way that you contribute to their knowledge and they to yours. Each of you will be playing the roles of both student and teacher. I have found that this is an excellent way for students to learn course material. It can also be gratifying and fun to do. You are expected to participate in a meaningful way in ALL of these discussions. What does "meaningful" mean? It means that you should:

- Log on to the class several times each week.
- After doing the assigned reading and viewing the videos, respond to the each of the discussion questions during the week. Your first response should be posted by the end of the day on Friday of the first week of that discussion so that your classmates will have sufficient opportunity to read it and respond. Failure to do so will incur a five point penalty for that discussion.
- Respond in a responsible manner to two other students' posts.
- Be sure to use correct spelling and proper grammar.
- Try to avoid long involved questions. It is my experience that your classmates will not read lengthy posts. Try your best to limit each posting to no more than a couple of paragraphs or less.

Grading on this portion of the course will be based upon:

1. Timeliness: You must post your response to at least one of the Class Discussion questions first question by Friday of the week of that discussion. Failure to do so will incur a five point penalty for that week. All discussions end on a Sunday.

2. Quality: Each post will be assigned a point value from 1 to 4. A four point post is outstanding (reflects knowledge of course material, is valuable for the class to read
and is well written). A three point post is above average. A two point post is average or satisfactory. A one point post is less than satisfactory. Consider the following when posting: Have you responded to your classmates in a way that was helpful and demonstrated knowledge of the course material? When relevant, did you support your post with a citation from a credible reference? Did you use proper grammar and spelling?

3. Quantity: Did you meet the requirement for the minimum number of posts, answering all questions assigned and responding to at least two of your classmates’ posts? You must meet the requirement for the minimum number of posts for the discussion. Five points will be deducted from your grade for each post you fall short of that minimum number.

Here is how your discussion grades will be determined:

First, each of your posts will be assigned a point value according to the following criteria. This applies to both your answers to the discussion questions and to your responses to your classmates:

[Scroll Down]
Points  Interpretation  Grading criteria
4   Outstanding  The post is:
   • Accurate
   • Relevant
   • Well written (including spelling). *Posts with misspellings are not eligible for 4 points.*
   • Supported by evidence (data, citing a reference)
   • Is a “teaching post” – that is, your post adds valuable information to the class beyond existing course material.

3   Above Average  The post lacks at least one of the above qualities, but is above average in quality. A three point comment makes a significant contribution to our understanding of the issue being discussed. A three point post is more than an opinion. It is an academic post that should reflect your learning in the course. A citation to a reputable source supporting your thoughts lends credibility to your post and makes it “academic”. *Posts with misspellings are not eligible for 3 points.*

2   Average  The post lacks two or more of the required qualities. Comments which are based upon personal opinion or personal experience often fall here. Most posts where you post a question to the class will fall here.

1   Minimal  The post presents little new information. However, one point comments may provide important social presence and contribute to a collegial atmosphere.

At the end of each discussion, your grade for that discussion is determined by the quality of your posts. *Any penalty for not responding to all questions, or for not responding to at least one question by Friday, or for not meeting the required number of posts will impact your grade.* Refer to the grading chart below.

For example, if the average quality of your posts for that discussion was 2.8 and you posted the required number of times, your grade would be 85. If you incurred 10 points in penalties, your grade would be reduced to 75. If your average quality was 1.75 your grade would be 75. If you incurred five penalty points, your grade would be 70.

<table>
<thead>
<tr>
<th>Average quality</th>
<th>Discussion Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8 – 4.0</td>
<td>100</td>
</tr>
<tr>
<td>3.5 – 3.79</td>
<td>95</td>
</tr>
</tbody>
</table>


What happen if you post beyond the number of posts required that week? If you exceed the required number of posts, your best (highest point value) posts would be the ones used to calculate your average. For example, if there were 5 required posts and you actually posted 7 times, your 5 highest point value posts would be used to calculate your average.

### The On-line Format:

I expect that, for many of you, the on-line course format may be a new venture. **It is imperative that you understand Canvas and are able to navigate through the course. The course itself is not the place to learn Canvas!** Student Canvas training and support is available through Academic Computing toll free at (866) 974-1222. Live online help is available at: [http://usfsupport.custhelp.com/app/chat/chat_launch](http://usfsupport.custhelp.com/app/chat/chat_launch)  
*I do not have the expertise to address technology issues, so please refer these questions to the Canvas Support Staff.*

The Tampa Help Desk is also available to assist with Canvas support 24 hours/7 days a week. Their number is 813-974-1222 or [help@usf.edu](mailto:help@usf.edu).  
Online and classroom tutorials are also available. These can be found at: [http://www.sarasota.usf.edu/Academics/DE/current_students.php](http://www.sarasota.usf.edu/Academics/DE/current_students.php)

For those of you who are new to the on-line modality, I can relate to what might be some newcomer jitters - I remember my first experience! My experience proved that if you take advantage of the available resources, keep at it and have faith in your ability, all will be fine and you'll soon be comfortable and confident in the Web environment.

For you, the student, one of the biggest differences between this format and the traditional classroom is the need to be very *disciplined and motivated* - a "self-starter". **This is absolutely true. You must keep up with the pace of the course.** And that means attending to it several times every week. There are strict deadlines and no room for procrastination. This course will not be for everyone. If you are the type that waits until a week before the end of the semester to get started on the term paper that you should have begun during the first month, this is not be the learning venue for you. If you frequently put off reading and studying until the night before the test, this may not be right for you. Don't make the mistake of thinking that the on-line environment is a way to get out of going to class! **Most students find that they devote more hours to course work here**
than they have in the traditional classroom. My students confirm this every semester.

On the other hand, if you are serious about learning and enjoy working independently, you may thrive in this environment. The structure of on-line learning provides a great opportunity for expressing your thoughts, asking questions and for creative thinking. You can be "at class" from any location where you are able to connect to the internet. You are not restricted to "be in class" at any particular hour of the day.

You should be aware that on-line courses require a lot of writing. As a matter of fact, ours is ALL writing. You need to know this before you get involved. The way you will be evaluated is through the expression of your thoughts in writing. If you are uncertain of your writing skills or writing is a challenge for you, the on-line format may not suit you.

IMPORTANT!! Be sure you understand what is expected of you with regards to assignments, their due dates and how you will be graded. Take the necessary time to carefully read - and make sure you completely understand - the remainder of this syllabus. It is your responsibility to be aware of and adhere to all course requirements. My goal, as your instructor, is provide you the opportunity to learn. As a student (and I spent many years of my life in that role), your overriding objective may be a grade that positively contributes to your GPA. To earn an "A" or a "B" will require time and effort. Regardless of your final grade, if this semester's experience provides you with knowledge that will be useful to you throughout life, the course will have been a success.

Preparation and Participation:

Students are expected to do all of the reading, submit completed assignments on or before the date they are due and to actively participate in course discussions.

All assignments are due as indicated on the syllabus. Quizzes turned in past the due date will be accepted, but with an automatic ten point late penalty. I realize that unanticipated crises do sometimes happen. If this is the case, contact me as soon as possible so that we can discuss your situation. Missed Discussions cannot be made up, since your classmates are no longer reading in that learning unit once it closes.

This is an online class and it is your responsibility to have access to a working computer. Computers are available in the library should yours be down. That being said, "computer issues" is not an excuse for late work. If you turn in a blank assignment or you do not have your completed assignment submitted correctly and on time, you will incur the ten point late penalty.

Academic Honesty:
Plagiarism is a form of dishonesty that occurs when a person passes off someone else’s work as his or her own. This can range from failing to cite an author for ideas incorporated into a student’s paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. Avoid plagiarism by citing sources properly.

Plagiarism is a serious academic offense. For specific information on the university’s policy, refer to USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

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Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

Course Schedule

Week 1: Introduction to the Course, 8/25 – 8/31

Use the first week to become comfortable with Canvas and the requirements of the course. Be sure to introduce yourself to the class. This is important as we build a sense of "community" - which can be done in online courses. You can do this by clicking on “Discussions” in the left hand margin of the course homepage. After clicking, you will see an area marked "Introductions". Tell us a little about yourself and read the profiles of your classmates. What are your expectations for the course? Do you have any reservations about taking a course in sexuality? If you do not post an introduction by Friday, 8/29 you will be recorded as a “no show” for the first week of class and will be dropped from the course!

During this first week, be sure to carefully read the syllabus and make certain you understand all course requirements and how you will be graded.

For those of you who want to get a head start on the course reading, I have opened access to Week Two. Actual assignments and graded Class Discussions will begin next week, on September 2nd.

Week 2: Categorizing Sex, 9/1 - 9/7
Required Reading: This week we cover readings one through seven of the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details.

2. Click on "Discussions" and participate in Discussion 1.

3. Complete and submit the multiple choice quiz on the reading.

**Week 3: Investigating Sexuality, 9/8 - 9/14**

Required Reading: This week we cover readings seven through eleven of the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details.

2. Click on "Discussions" and participate in Discussion 2.

3. Complete and submit the multiple choice quiz on the reading.

**Week 4: Representing Sex, 9/15 - 9/21**

Required Reading: This week we cover readings twelve through seventeen of the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details.

2. Click on "Discussions" and participate in Discussion 3.

3. Complete and submit the multiple choice quiz on the chapters.

**Week 5: Learning About Sex, 9/22 - 9/28**

Required Reading: This week we cover readings eighteen through twenty three of the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details.

2. Click on "Discussions" and participate in Discussion 4.

3. Complete and submit the multiple choice quiz on the reading.
**Week 6: The Sexual Body, 9/29 - 10/5**

Required Reading: This week we cover readings twenty four through thirty of the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details.

2. Click on "Discussions" and participate in Discussion 5.

3. Complete and submit the multiple choice quiz.

**Week 7: Video Discussion, 10/6 - 10/12**

We have no required reading and no quiz this week. Instead, we will be discussing a video during Discussion 6.

**Week 8: Sexual Practices, 10/13 - 10/19**

Required Reading: This week we cover readings thirty one through thirty four the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details.

2. Click on "Discussions" and participate in Discussion 7.

3. There is no quiz this week. This week’s readings will be included in next week’s quiz.

**Week 9: Sexual Practices (continued), 10/20 - 10/26**

Required Reading: This week we cover readings thirty five through thirty eight the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details.

2. Click on "Discussions" and participate in Discussion 8.

3. Complete and submit the multiple choice quiz on the reading from weeks 8 and 9.

**Week 10: Sexual Disease, 10/27 - 11/2**
Required Reading: Over the next week we cover readings thirty nine through forty two the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details.

2. Click on "Discussions" and participate in Discussion 9.

3. Complete and submit the multiple choice quiz on the chapters.

**Week 11: The Social Control of Sexuality, 11/3 - 11/9**

This week’s Required Reading: Readings forty three through forty six of the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details.

2. Click on "Discussions" and participate in Discussion 10.

3. There is no quiz this week. This week’s readings will be included in next week’s quiz.

**Week 12: The Social Control of Sexuality (continued), 11/10 - 11/16**

This week’s Required Reading: Readings forty seven through fifty of the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details.

2. Click on "Discussions" and participate in Discussion 11.

3. Complete and submit the multiple choice quiz on the reading from week 11 and 12.


Required Reading: Over the next week we cover readings fifty one through fifty six in the textbook

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details

2. Click on "Discussions" and participate in Discussion 12.
3. Complete and submit the multiple choice quiz on the chapters.

**Weeks 14 & 15: Commercial Sex, 11/24 - 12/5**

Since Week 14 is a short week due to Thanksgiving break, you have weeks 14 and 15 to complete the assignments. The Required Reading: Readings fifty seven through sixty of the textbook.

1. Read the summary of each article prior to your complete reading of the article. This will help you to frame the reading before getting into the details

2. There is no required discussion for Weeks 14 and 15. *Use this time to begin working on your final examination. It becomes available on 11/24 and is due no later than 12/10.*

3. Complete and submit the multiple choice quiz on the reading.

**Week 16: Final Exam, 12/6 - 12/10**

The final exam is accessed through the Assignments tab. It is due no later than December 10th.

**Additional Information:**

**USF Sarasota-Manatee Policies and Procedures**

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Religious Observances
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; disabilityservices@sar.usf.edu; http://www.usfsm.edu/students/disability/

Academic Disruption
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

Contingency Plans
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard/Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard/Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

Emergency Preparedness
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site

Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.
Web Portal Information
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Blackboard/Canvas course information via that address. Therefore it is the student’s responsibility to check their USF email regularly.

Instructor Copyright
Students may not sell notes or other course materials.