CMGT 510: Communication, Values, Attitudes, and Behavior  
Units: 4  
Summer 2017—Tuesday—6-10:10 pm  
ANN 406

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Annenberg Virtual Commons: [http://vc.uscannenberg.org/annenberg-it](http://vc.uscannenberg.org/annenberg-it)  
Annenberg IT Help Desk: ASC 234 | [asctech@usc.edu](mailto:asctech@usc.edu) | (213) 740-3901

Course Description

Persuasion is a dynamic and developing discipline. Persuasion techniques of one hundred or even five years ago are different in many ways from effective persuasion techniques utilized today. This is due to a variety of reasons but primarily our understanding of persuasion has evolved, the target of persuasion techniques (us) has changed over the years, and finally new channels for persuasion (e.g., the internet) are now available. However, there are still many important lessons and effective techniques to be learned from past studies.

This course will examine past and current persuasion techniques. The objective of this course is to educate you regarding a selection of persuasion attempts many of you are exposed to daily. An effective first step in persuading others is to identify the persuasion attempts other are directing at you. We will examine persuasion from a variety of perspectives and consider how the intended audience, the source, the message, and the channel of communication all interplay in persuasion. To do so, we’ll examine persuasion techniques and theories that suggest why they work.

**Intended audience (also known as the target):** Characteristics of the target must be considered for any persuasion attempt. A successful persuasion attempt directed at one subgroup of the population may fail when applied to a different subgroup.

**Source:** Persuasion attempts can originate from a variety of sources (e.g. parents, friends, government, and business). What characteristics of a source are typical within successful persuasion attempts?

**Message:** Although the content conveyed in different persuasion attempts will change there are features that can be utilized within a message to improve the effectiveness of persuasion attempts.

**Channel:** There are multiple methods with which to reach a persuasion target (e.g., print, word of mouth, video, experience). We will examine the strengths and weaknesses of different channels.
Learning Objectives
When you have completed this course, you should be able to:
1. Identify persuasion attempts by individuals and organizations.
2. Understand how different persuasion attempts impact people.
3. Improve your ability to resist persuasion techniques.
4. Understand how persuasion differs across subgroups (e.g., gender and cultures).
5. Understand the relationship between behavior and attitude.
6. Utilize persuasion more effectively in your own day-to-day lives.
7. Employ persuasion techniques to improve the effectiveness of campaigns.

Prerequisites: CMGT 501, CMGT 540
Co-Requisites: N/A
Concurrent Enrollment: N/A
Recommended Preparation: Reflect on arguments, advertisements, and other modes of persuasion. Which strategies or techniques “work” on you – that is, convince you to change your mind or start/stop doing something? Why? Which don’t work on you? Why?

Course Notes
1. Grading
   a. This course is graded Numeric. Here is the grading scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92.99%</td>
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<tr>
<td>B+</td>
<td>87-89.99%</td>
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<tr>
<td>B</td>
<td>83-86.99%</td>
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<tr>
<td>B-</td>
<td>80-82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99%</td>
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<tr>
<td>C</td>
<td>70-76.99%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.99%</td>
</tr>
<tr>
<td>F</td>
<td>59.99% or less</td>
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</table>

2. Blackboard
   a. Blackboard will function as this course’s “hub.”
   b. The instructor will post readings to Blackboard, host forum discussions via Blackboard, post Announcements to Blackboard, and send those Announcements as emails via Blackboard.
   c. Students will submit papers to Blackboard via Turnitin.
   d. How to submit written work to Blackboard:
      1) Open the Assignment folder in CMGT 510’s Blackboard page.
      2) Click “View/Complete” underneath the specific assignment you want to submit.
3) In the dialog boxes, type in your Submission Title and select from your files the document you want to submit. Click “Upload.”
4) Once your file is uploaded, click “Confirm.”
5) If your file is submitted successfully, you will see the following message appear on your screen and ALSO receive an email confirmation:
   “Congratulations- your submission is complete! This is your digital receipt. You can print a copy of this receipt from within the Document Viewer.”
   NOTE: If you do not receive the message above and/or an emailed digital receipt, then you did not submit your file successfully. Do it again.

   e. **How to read my VERY USEFUL comments:**
   1) To view a marked paper, the student user will need to click on the blue “View” button next to the assignment.
   2) The student GradeMark paper view will open in a separate window in which the student may view or print the grade and comment information.
      NOTE: Not all browsers will be able to display the complete features of the GradeMark product. If a browser that is not fully supported is being used, a notification will inform the user. [http://turnitin.com/en_us/training/student-training/grademark-overview](http://turnitin.com/en_us/training/student-training/grademark-overview)

3. **Paper formatting**
   a. Papers should be formatted as follows:
      Spacing: double-spaced
      Font size: 12 point
      Font face: standard (e.g., Times New Roman, Helvetica, etc)
      Margins: 1 inch top/bottom/left/right
      Style: APA
      (For reference, see the APA manual; Purdue also hosts a great resource, [https://owl.english.purdue.edu/owl/resource/560/01](https://owl.english.purdue.edu/owl/resource/560/01))

Finally, this is a professional program. *A paper with multiple grammar, typo or spelling errors will receive substantial deductions.*

**Technological Proficiency and Hardware/Software Requirements**
This class requires a moderate level of technological proficiency. The instructor believes in all students’ capacity to learn and grow, and values the resources that USC provides so that students may enrich their technological proficiency. Some of these resources include: Annenberg Virtual Commons, Annenberg IT Help Desk, USC Information & Technology Services ([http://itservices.usc.edu](http://itservices.usc.edu)), USC Libraries ([http://www.usc.edu/libraries/](http://www.usc.edu/libraries/)), Lynda.com.

In terms of hardware/software, none is required. Everything can be done via web browser.
Required Readings

BLACKBOARD. Curated articles, chapters, podcasts, and videos.


DO NOT BUY NEW

The content of the 4th and 5th editions is virtually identical, and you can purchase the older edition at a much more reasonable price on Amazon. I own the 4th edition.

Assignment Submission Policy

1. **Written work (e.g., posts, papers)**
   a. Post to Blackboard by 11:59 pm on the due date
   b. *If you experience difficulties with Blackboard, then email the assignment to the instructor by 11:59 pm on the due date*

2. **Spoken work (e.g., interactive exercise facilitation, final presentation)**
   a. Share in class on the due date

Additional Policies

1. **Late assignments**
   a. I realize that working professionals occasionally must submit an assignment late. To encourage everyone to hand in assignments, I will accept late work.
   b. Work less than 24 hours late will be deducted 10%.
   c. Work more than 24 hours late but under a week late will be deducted 25%.
   d. Each additional week will result in a further 25% deduction per week late up to a maximum of a 50% deduction.

2. **Late arrival to and early departure from class**
   a. Class meetings are precious!
   b. Due to extenuating circumstances, for a period of up to but not exceeding 15 minutes, you may ONCE arrive late or ONCE depart early from class without penalty.
c. If you arrive late more than once, depart early more than once, or the amount of
time by which you arrive late or leave early exceeds 15 minutes, then I will record
an unexcused absence. Two unexcused absences confers a participation penalty.

3. Absent from class
   a. Class meetings are precious!
   b. Everyone is allowed one unexcused absence per term in recognition of the demands
      of life.
   c. Missing two or more classes is problematic and will be evaluated by the instructor.

4. Classroom atmosphere
   a. Respect is imperative. In this course, we will engage in classroom discussions.
      Any true discussion involves personal exposure and taking risks. Your ideas may or
      may not be consistent with those of your classmates. However, as long as your
      points are supportable, they will be respected by all of us in the classroom. Last and
      most importantly, YOU will be respected by all of us in the classroom. We will co-
      create and maintain a safe and caring space.

5. Use of technology in the classroom
   a. Cell phone use is prohibited.
   b. When your peers are speaking, your laptop should be closed. The instructor
      vehemently expects students to practice respectful, active listening. When the
      instructor is speaking, students may use their laptops to take notes, NOT to
      multitask. The instructor can easily tell the difference. 😊

6. Grading questions
   a. After receiving a grade, students must wait for 24 hours before addressing the
      instructor. Please use this time to think through the strength of your case.
   b. If you have determined that your grade merits further review, then submit your
      complaint/rationale in writing within the next week (7 days). Again, complaints or
      requests for reconsideration of a grade will not be considered unless they are
      submitted in written form and delivered after 1 day but before 8 days have elapsed.
   c. A complaint constitutes an argument, and will be evaluated by the standards of
      acceptable argumentation as presented in class readings and lectures.
## Grading Breakdown, Description and Assessment of Assignments

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<tr>
<th>ASSIGNMENT</th>
<th>PTS</th>
<th>%</th>
<th>CRITERIA</th>
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</table>
| Facilitation                | 100 | 10  | • Discussion Facilitator: Lead a discussion on the week’s readings and lecture. Prepare questions in advance and respond to comments on the fly. Identify connections to previous weeks’ studies. > 15 mins.  
  • Theory-in-Practice Facilitator: Find at least 8 examples of arguments, advertisements, or marketing campaigns that utilize theories and/or techniques of the week. Collate these examples into a slide presentation (e.g., pptx, Prezi, Google). Present slides in class. > 15 mins.  
  • Interactive Exercise Facilitator: Find or create a hands-on activity (e.g., role play, design challenge, game, etc) in which peers work with some/all of the week’s content. Lead this exercise in class. > 15 mins. |
| Midterm Part 1: Theory     | 150 | 15  | **1. Origins.** Review the context in which a persuasion theory of your choice emerged. *Sample considerations:* Which phenomena does this theory attempt to understand, describe, explain, predict, or control? Why was this important at that time? Which other theories, if any, had been used previously to explain the phenomena that this theory tackles? Which other theories or scholarly traditions, if any, inspired this theory? What sort of research did this theory’s author conduct in order to (a) conceptualize and (b) support this theory?  
  **2. Operation.** Explain how this theory works, describing each of its components. Provide a sample scenario to help bring this theory to life.  
  **3. Commendations & Critiques.** Review at least one study/commentary in which this theory was supported and one study/commentary in which its shortcomings were illuminated.  
  **4. Style.** Demonstrate strong academic writing, crafting grammatically correct sentences, utilizing discipline-specific terminology and educated vocabulary, and citing APA style.  
  **5. Timeliness.** Email me your topic by class time on Week 4 (Tuesday, 6/13). Upload your 6-page paper (not including references and appendices) to Blackboard by 11:59 pm on Week 6 (Tuesday, 6/27). |
| Midterm Part 2: Application| 150 | 15  | **1. Improvement.** Implement suggested revisions and find other ways in which to increase the quality of Part 1.  
  **2. Insight and Creativity.** Write a 6-page paper that looks at three types of real world cases: |
A. Effective: Compliance professionals masterfully utilized your persuasion theory/topic, creating a convincing ad or campaign. Explain why.

B. Ineffective: Compliance professionals did NOT masterfully utilize your persuasion theory/topic, creating an unconvincing ad or campaign. Explain why not.

C. So Close: Compliance professionals would have been more successful with their ad or campaign had they utilized your persuasion theory/topic. Explain how this could have been done.

3. Artifacts. Include images or URLs to cases. (NOTE: These are not included in page count).

4. Style. Demonstrate strong academic writing, crafting a concise, informative, and easy-to-read 6-page document.

5. Timeliness. Upload your paper to Blackboard by 11:59 pm on Week 8 (Tuesday, 7/11).

### Brand analysis

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Analysis.</td>
<td>Apply your knowledge of persuasion theories, techniques, and concepts to understand a brand’s strategy. Explain who a brand is attempting to communicate with (i.e., its intended audience) and how this brand has carefully crafted its image (i.e., managed its source characteristics).</td>
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<tr>
<td>2. Artifacts.</td>
<td>Include images, copy, or URLs to support your argument.</td>
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<td>4. Timeliness.</td>
<td>Post to Blackboard by 11:59 pm PST on Week 10 (Tuesday, 7/25).</td>
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### Final project

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<thead>
<tr>
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<th>250</th>
<th>25</th>
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<tbody>
<tr>
<td>1. Intended audience.</td>
<td>Articulate how you tailored your campaign to appeal to a specific intended audience.</td>
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<td>2. Message.</td>
<td>Explain how you utilized persuasion theories/concepts/strategies to design your message. Justify why you chose these specific theories/concepts/strategies.</td>
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<td>4. Media planning.</td>
<td>How will you disseminate your campaign? Explain which channels you will use, with which timing, why.</td>
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<tr>
<td>5. Artifacts.</td>
<td>Include original images or storyboards and copy for your campaign.</td>
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<tr>
<td>7. Timeliness.</td>
<td>Post to Blackboard by 11:59 pm PST on Week 12 (Tuesday, 8/8).</td>
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</table>
### Final presentation

| Weight | Points | 1. **Content.** Review every component of your final project.  
| Slides. Create and present a professional slide presentation (e.g., pptx, Prezi, Google).  
| 2. **Talk.** Showcase your credibility by speaking knowledgably and fluently. Invite and answer questions. |
|---|---|---|

### Participation

| Weight | Points | 1. **Respectful, active listening** (e.g., making eye contact, leaning forward, nodding, responding verbally or non, etc)  
| 2. **Proper use of technology** (e.g., stowing cell phone, writing/typing solely to note-take)  
| 3. **Relevant, generous sharing** (e.g., brainstorming, answering/asking questions, etc)  
| 4. **Logistical requirements**  
| ATTENDANCE: Perfect OR one unexcused absence OR one late arrival/early departure of no more than 15 minutes |

### TOTAL

<table>
<thead>
<tr>
<th>Weight</th>
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<tbody>
<tr>
<td>1000</td>
<td>100</td>
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<tr>
<td>Week</td>
<td>Topic</td>
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<tr>
<td><strong>INTRODUCTION</strong></td>
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<tr>
<td>Week 1 5/23</td>
<td>1. Team-building 2. Syllabus - randomly draw Facilitation teams 3. Definitions - Communication - Persuasion - Attitudes - Values - Behaviors 4. Individuals’ lenses - Demographics - Personality - Cognitive characteristics</td>
</tr>
<tr>
<td><strong>PART 1. THE INTENDED AUDIENCE</strong></td>
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<td>Week 2 5/30</td>
<td><strong>We are efficient thinkers.</strong> 1. We organize information. - Schemas</td>
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<td></td>
<td>- Social Judgment Theory</td>
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<td></td>
<td>2. We take shortcuts. - Heuristics, biases</td>
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<td></td>
<td>- Fixed action patterns (&quot;click, whirr&quot;)</td>
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<td></td>
<td>- Elaboration Likelihood Model, Heuristic-Systematic Model</td>
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<tr>
<td></td>
<td>- promote similarity</td>
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<td></td>
<td>3. We learn by monitoring rewards. - Conditioning</td>
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<td></td>
<td>- Social Cognitive Theory</td>
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<td></td>
<td>4. We think before we change behavior. - Health Belief Model, Integrated Behavior Model</td>
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<td></td>
<td>- address components of models (e.g., feelings about behavior, behavioral beliefs, normative beliefs, control beliefs, efficacy beliefs, perceived benefit, perceived threat, knowledge and skills, environmental constraints) - Transtheoretical Model</td>
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<td></td>
<td>- tailor support by stage</td>
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<td>Week 3 6/6</td>
<td><strong>We are social creatures.</strong> 1. We want others to think well of us. - Social norms</td>
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<td>- Reciprocity</td>
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<td></td>
<td>- Consistency</td>
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<td></td>
<td>2. We learn by monitoring rewards. - Conditioning</td>
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<td></td>
<td>- Social Cognitive Theory</td>
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<td>3. We need a reason. - Health Belief Model</td>
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<td>- Integrated Behavior Model</td>
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<td>4. We have a reason. - Health Belief Model</td>
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<td>- Integrated Behavior Model</td>
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<td>GUEST SPEAKER: Jill Smayo, KCRW</td>
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<td></td>
<td>- Reactance</td>
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<td></td>
<td>2. We think before we change behavior. - Health Belief Model, Integrated Behavior Model</td>
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<tr>
<td></td>
<td>- address components of models (e.g., feelings about behavior, behavioral beliefs, normative beliefs, control beliefs, efficacy beliefs, perceived benefit, perceived threat, knowledge and skills, environmental constraints) - Transtheoretical Model</td>
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<td>- tailor support by stage</td>
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<td></td>
<td>GUEST SPEAKER: Jory Edmunds, Razorfish?</td>
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### PART 2. THE SOURCE

| Week 5 6/20 | **We don’t jump for just anybody.**  
We don’t jump for just anybody.  
Liking: Physical attractiveness | Symmetry, “golden triangle,” compliments  
Liking: Similarity | Identification  
Liking: Familiarity | Contact, cooperation  
Admiration | Wishful identification  
Credibility | Accuracy, citations, honesty, selflessness  
Authority  
GUEST SPEAKER: Jessie Leventhal, Fullscreen | -Cialdini, Chapters 5, 6  
-Eagly.1991. “What is beautiful is good…”  
-Frontline. The Persuaders. | Facilitation |

### PART 3. THE MESSAGE

| Week 6 6/27 | **How to grab our attention, make us remember, and/or get us to jump.**  
How to grab our attention, make us remember, and/or get us to jump.  
Simple  
Unexpected  
Concrete  
Credible  
Emotional (fear, humor)  
Stories  
Scarcity  
Rule of Three  
How, Now, Wow  
GUEST SPEAKER: Margaret Magnarelli, Monster.com? | -Heath & Heath  
-Cialdini, Chapter 7  
-Perloff, Chapter 7  
-Dillard & Pfau, Chapter 15  
-Moyer-Guse. “Toward a theory of entertainment persuasion.”  
-Dyakovskaya.2017. “… Content to Bring Humanity…” | Facilitation  
Midterm, Part 1 |

| Week 7 7/4 | NO CLASS |

| Week 8 7/11 | **How to build a compelling argument.**  
How to build a compelling argument.  
Logic  
Evidence  
Refutation of counterargument  
Moral Foundations Theory | Reframing  
Figurative language  
Intense language  
GUEST SPEAKER: Katherine MacFarlane, University of Idaho? | -Dillard & Pfau, Chapters 21, 22, 27  
Midterm, Part 2 |

| Week 9 7/18 | **With great power comes great responsibility.**  
With great power comes great responsibility.  
1. Threats.  
2. Exploitation.  
-Addictive design  
-Marketing to vulnerable populations.  
3. Manipulation.  
-Propaganda  
-Logical fallacies  
4. Deception.  
GUEST SPEAKER: Katherine MacFarlane, University of Idaho? | -Eyal, Chapters 6, 7, 8  
-Fresh Air. 2017. ‘Irresistible’ by Design.  
-Mis/disinformation (aka fake news).

GUEST SPEAKER: Emma Bloomfield, UNLV

-Oates et al.2002. “Children and television advertising…”
-Livingstone & Helsper.2006. “Does advertising literacy…”

OPTIONAL:
-Almossawi. An Illustrated Book of Bad Arguments
(NOTE: Kindle edition is free for Amazon Prime members)

### PART 4. CASE STUDY ANALYSIS & RAPID PROTOTYPING

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Entertainment-Education.</th>
<th>In-class assignment.</th>
<th>Brand analysis</th>
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<tbody>
<tr>
<td>7/25</td>
<td>-East Los High</td>
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<tr>
<td></td>
<td>-Soul City</td>
<td>1. Identify theories and strategies employed by your E-E program. Identify the intended audience.</td>
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<tr>
<td></td>
<td>-Meena</td>
<td>2. Create a treatment for a new E-E program.* Use the same theories and strategies to inspire change among the same intended audience. In other words, audience = same, source = different, message = different.</td>
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<td></td>
<td>GUEST SPEAKER: Paula Woodley, USC</td>
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<tr>
<th>Week 11</th>
<th>STUDENTS’ CHOICE. Students will select a campaign type (e.g., marketing, public health, political, etc) and specific example therein to analyze and iterate on.</th>
<th>In-class assignment.</th>
<th>Week 11</th>
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<tbody>
<tr>
<td>8/1</td>
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<td>WARC (database accessible through the USC library) and Effie.org are both great resources.</td>
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<tr>
<td></td>
<td>1. Identify theories and strategies employed by an attitude or behavior change campaign. Identify the intended audience.</td>
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<td>2. Consider a different audience.</td>
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<td></td>
<td>3. Use these theories and strategies to design a new campaign (e.g., a new storyline for E-E, a new issue or product) for this different audience.</td>
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<tr>
<td></td>
<td>In other words, audience = different, source = same, message = different.</td>
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<td>4. Share your campaign.</td>
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</table>
*Components of a TV treatment


- **Title:** A dynamic one. It seems obvious but a good title is often a sign of a solid central idea.
- **Logline:** A powerful one or two-sentence statement of the idea being proposed (circa 25 words).
- **Synopsis:** A three paragraph synopsis outlining the idea in more detail (circa 300 – 500 words).
- **Episodes:** A three or four page episode storyline summary (circa 500 – 1200 words).
- **Characters:** Short descriptive outlines for each of the main characters (circa 100 words each)

The instructor reserves the right to revise this syllabus as she sees fit.
Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/]. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct/].

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu/] or to the Department of Public Safety [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us]. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men [http://www.usc.edu/student-affairs/cwm/] provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu/] will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. NOTE: USC Dornsife Writing Center, [http://dornsife.usc.edu/writingcenter/], Taper Hall of the Humanities Room 216, is an excellent resource.

Students whose primary language is not English should check with the American Language Institute [http://dornsife.usc.edu/ali], which sponsors courses and workshops specifically for international graduate students. NOTE: Please inform the instructor as soon as possible if English is not your primary language and you believe you may require special accommodations.

The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html] provides certification for students with disabilities and helps arrange the relevant accommodations. NOTE: Any student requesting academic accommodation based on a disability is required to register with The Office of Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your instructor (or TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.