

# USC Rossier School of Education

**Course ID: EDUC 423**

**Title: Unrealized Promise and Hope for  
Education in the 21<sup>th</sup> Century**

**Units: 4**

**Spring, 2019 - Wednesday - 2:00 p.m.-5:20 p.m.**

**Location: WPH 206**

**Instructor: Dr. Kalim Rayburn**

**Office: Before class or via Zoom (see link below)**

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**Office Hours: Before class or by appointment**

**Email: [krayburn@usc.edu](mailto:krayburn@usc.edu)**

**IT Help:** Blackboard Help for Students

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## Course Description

This course reviews U.S. public schooling, with some connections to the global context, in order to investigate the relationship between the promise of education and often-failed outcomes through the lens of literacy and language. Investigation of literacy and language through social and political theories influencing how educational promise has been historically realized and derailed is reviewed on a national level. Twenty-first century skills and their relationship to literacy and language are examined for their role in shifting educational paradigms, with examination of literacy practice and new media literacies that hold hope for the future of education in promoting student agency for designing their social futures.

## Learning Objectives

Students will continue to develop the skills and dispositions taken up in GE courses, such as valuing diversity, engaging in critical inquiry, and using information responsibly to solve complex problems, foregrounding application of course material in real-world settings.

- Understand the relationship of external societal factors focused on literacy and language for their impact on educational outcomes.
- Identify and evaluate the varied approaches to digital literacy in educational settings and its relationship to student agency in designing equitable social futures.
- Develop and expand multiple perspectives on literacies for promising approaches to improve educational outcomes.

**Prerequisite(s):** There are no prerequisite courses required to enroll in this course.

**Co-Requisite (s):** There are no co-requisite courses required to enroll in this course.

**Concurrent Enrollment:** No courses must be taken simultaneously with this course.

**Recommended Preparation:** General Education course with focus on issues in education recommended; however, previous background is not required for success in this course.

## Master of Arts in Teaching-Progressive Degree Program (MAT-PDP):

This course, when completed, will allow students enrolled in the MAT-PDP in the Rossier School of Education to waive EDUC 672 (3 units), **Integrated Language and Literacy Development Across the Curriculum**. The course meets the Teacher Performance Expectations (TPEs) at the introductory level for the state of California's credentialing requirements. TPEs are noted below in the course weekly breakdown.

## Course Notes

Letter grade will be awarded. The course is web-enhanced, through its use of Blackboard, online assignments, and digital discussion board for “Course Connections” (see assignments, below). Resources will be posted to Blackboard.

## Required Readings and Supplementary Materials

Texts may be purchased at the USC Bookstore and through online vendors. All readings not in required texts are available through the USC Libraries website on ARES.

### REQUIRED:

Gee, J. P. (2015). *Social linguistics and literacies: Ideology in discourses* (5<sup>th</sup> ed.). New York: Routledge.

ISBN: 978-1-138-85386-7 (ppk)

***Please note:*** Earlier editions do not include some of the required reading; please be sure to order the FIFTH edition.

Santa Ana, Otto. (Ed.) (2004). *Tongue Tied: The Lives of Multilingual Children in Public Education*. New York: Rowman and Littlefield Publishers, Inc.

All additional readings are available online or through the USC Libraries website on ARES.

## Description and Assessment of Assignments

### Class Attendance (10%):

Student engagement during class time is expected. An expectation of academic discussion is equity in participation and using textual references to increase understanding of key topics and concepts. Students are expected to stay current in the readings, research, and actively participate in seminar discussions by summarizing, synthesizing, and critically evaluating course readings for in-depth discussion during class time. One excused absence is allowed; any class time missed beyond that cannot be made up. If student is absent from class the day a presentation is due, the presentation cannot be made up except with *prior* permission of professor.

Because the class time is designed to be primarily a seminar-style discussion, active, informed, and respectful participation is a central part of the success of the class.

### Course Connections (25%)

A connection of course content to contemporary issues in mainstream media is due each week there is NOT a reflective memo due, beginning week 2, on a discussion board in Bb. This assignment is detailed on Bb in the Discussion Board titled, “Course Connection week 2.” Please DO NOT upload this assignment to the assignment page; that page is for feedback and grading only. All posts should be made in the discussion board. (5 pts. each)

### Discussion Lead (15%)

Each student will lead a discussion 1-2 times over the course of the semester, depending on class size. The discussion will be aligned to the week’s focus. Discussion will be a Socratic-style discussion, with key questions prompting and supporting in-depth discussion of the readings and related concepts. No PowerPoint, Prezi, or other digital presentation tools. Details will be discussed in class.

### Midterm (25%): Popular Culture Project (25 points)

- The purpose of this assignment is to learn about how language is used in popular youth cultural practices and/or media today. Possibilities are numerous, such as: trading Pokemon or Yu-gi-oh cards, designing and corresponding in Social Media, graffiti/tagging, community murals, Hip Hop/Rap/Spoken word, fan fiction, a specific playground game, sport/activity, board game, or computer game, or a specific television show, movie or musical genre, etc.

Even the ways in which older students decorate their lockers/notebooks/computers might be considered “popular culture”!

- If you look at an **activity** or **cultural practice** (e.g., jump-rope, enacting a musical genre), please consider the language demands of the activity itself as well as the kinds of language that participants engage in around the activity. Watch youth as they engage in this activity and think about what they learn about language from their interactions.
- If you look at a “**text**” (a television show, movie, musical genre, etc.), please look at how language is used within this text (what kinds of language forms are used, by whom, in what ways, and for what purposes). Think about the relationship between these kinds of language forms and academic language forms. In addition to your own observations, please *talk with youth* about these texts to gain their perspectives on these things.
- You may work alone, with a partner, or in a small group to do the following three items:
- 1. Create visual (with captions for images of artifacts) that details what you learned about this practice and/or text. Media might include PowerPoint, Prezi, Spark video, Infographic, etc.
- 2. Write a **1-2 page summary** of key insights into this cultural practice, focused on how the cultural practice may enhance and/or constrain academic potentialities. Post the visual (or link to the visual if web-based) and paper in the Discussion Board on Bb. Also include a brief explanation of *what you did* to learn about this practice. (Where did you observe and/or with whom did you talk? How often, and for how long? How did you record your observations? If you worked as a group, how did you divide your efforts?)
- 3. Be prepared to share your process and findings, focused on academic implications to promote achievement, in a round table discussion during class time.

NO LATE ASSIGNMENTS WILL BE ACCEPTED. Due BEFORE class time week 8 on Bb Discussion Board.

**Final (25%):** Students will collaboratively design, produce, and present a multimodal text addressing the use of digital literacy(-ies) for educational promise. Presentations will take place week 15, after the reading discussion. The MMT will be uploaded to Bb after the presentation.

The following rubric provides a general guide for how assignments in this course will be evaluated:

	<b>Excellent</b>	<b>Acceptable</b>	<b>Unsatisfactory</b>
<b>Depth of thought</b>	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Lacks overall depth of thought, clarity, or preparation.
<b>Connection and reference to course readings and other relevant literature</b>	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Fails to relate to course materials and other relevant literature.
<b>Completeness, adherence to guidelines</b>	All parts of the assignment are done completely and according to guidelines.	All parts of the assignments or presentation are done completely, however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete, and/or shows marked lack of adherence to guidelines.

## Grading Breakdown

Assignment	Points % of Grade
Class Attendance	10%
Course Connections	25%
Discussion Lead	15%
Mid-Term	25%
Final	25%
<b>TOTAL</b>	<b>100%</b>

Final course grades are assigned on the following scale:

A = 94-100%; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-79%; C = 74-76%; C- = 70-73%; D+ = 67-69%; D = 64-66%; D- = 60-63%; F = 59% and below

### Assignment Submission Policy

Assignments will be submitted on Blackboard (Bb), including materials for the mid-term and final, and the course blog.

### Additional Policies

Late assignments will not be accepted without prior permission from instructor; absences when class presentation is due cannot be made up without *prior* permission from instructor.

## Course Schedule: A Weekly Breakdown

TPEs, or Teacher Performance Expectations, are listed to indicate alignment with the courses in the MAT@USC that have been reduced for matriculation in the Progressive Degree.

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<p><b>Week 1</b></p> <p>Jan. 9</p>	<p><b>Literacy and the 21<sup>st</sup> Century</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> C skills</li> <li>• Literacy &amp; Power</li> <li>• Literacy Practices</li> </ul> <p>NCTE Position Statement on 21<sup>st</sup> Century Literacies:  <a href="http://www.ncte.org/positions/statements/21stcentdefinition&amp;21stCSkills">http://www.ncte.org/positions/statements/21stcentdefinition &amp; 21<sup>st</sup> C Skills (Wagner)</a></p> <p>Mapping personal literacy landscapes: produce a short Spark video (spark.adobe.com)</p> <p>Norm setting for seminar style participation</p>	<p><i>No reading due week 1</i></p>	<p>Sign up for week(s) to lead discussion.</p> <p>Review rubric and expectations for discussion leads.</p>

<p><b>Week 2</b></p> <p>Jan. 16</p>	<p><b>Literacy: Ideology's impact on equity</b>  <i>TPEs</i> 1.1.6, 6.1, 6.2</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Develop a working definition of <i>ideology</i>.</li> <li>• Evaluate the impact of ideology in educator choices and student engagement.</li> </ul>	<p>Cadiero-Kaplan, K. (2008). Critically examining beliefs, orientations, ideologies, and practices toward literacy instruction: a process of praxis. In L. Bartolomé, (Ed.), <i>Ideology in education: unmasking the trap of teacher neutrality</i>, pp. 117-134. New York: Peter Lang.</p> <p>Gee – Chapter 1  Ideology, pp. 7-23.</p> <p>Street, B. V. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. <i>Current Issues in Comparative Education</i>, 5(2), 77-91.</p> <p>Choose ONE selection from Part 1. The Child's Struggle against Silencing in <i>Tongue Tied</i> to read before class time.</p>	<p><b>Course Connection:</b> Due on Bb before class time.</p>
<p><b>Week 3</b></p> <p>Jan. 23</p>	<p><b>Literacy: Historical perspectives</b></p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Examine the historical relationship of ideologies and literacy</li> </ul>	<p>Gee:  Chapter 5: Orality and literacy: the great divide, pp. 55-66.  Chapter 6: The literacy myth and the history of literacy, pp. 67-76.  Chapter 7: The capacities of literacies and Paolo Freire, pp. 77-89.</p> <p><i>Tongue Tied</i>  Introduction: The Unspoken Issue That Silences Americans (Santa Ana)  pp. 1-10.</p>	<p><b>Course connection:</b> Due on Bb before class time.</p>

<p><b>Week 4</b></p> <p>Jan. 30</p>	<p><b>Literacies for Youth Agency</b> <b>TPE 6.2</b></p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Examine intersectionality of identity</li> <li>• Analyze the relationship between ideology, instruction and agency</li> <li>• Evaluate critical literacy and critical media literacy approaches for potential in developing agency</li> </ul>	<p>Choudhury, M. &amp; Share, J. (2012). Critical Media Literacy: A pedagogy for New Literacies and urban youth. <i>Voices from the Middle</i>, 19(4), 39-44.</p> <p>Johnston-Goodstar, K., &amp; Sethi, J. (2013). Native youth media as social justice youth development. <i>Journal of American Indian Education</i>, 52(3), 65-80.</p> <p>Shor, I. What is critical literacy? Available: <a href="https://wiuenglishlangartsmethods.files.wordpress.com/2013/01/what_is_critical_literacy.pdf">https://wiuenglishlangartsmethods.files.wordpress.com/2013/01/what_is_critical_literacy.pdf</a></p> <p><b>Read only pp. 1-15, up to “Working through the Writing Class”.</b></p>	<p><b>Course Connection:</b> Due on Bb before class time.</p>
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<p><b>Week 5</b> Feb. 6</p>	<p><b>Second language learning for educational equity.</b> <i>TPEs 1.6, 3.1, 4.2, 5.7</i></p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Examine the relationship of ideology and language policy</li> <li>• Apply critical literacy analytic lens to the history of literacy</li> <li>• Identify the key tenets of sociocultural learning theory</li> </ul> <p>Mini-Lecture: BICS &amp; CALP Translanguaging Code-switching</p>	<p>Flores, B. M. (2005). The intellectual presence of the deficit view of Spanish-speaking children in the educational literature during the 20<sup>th</sup> century. In P. Pedraza &amp; M. Rivera, (eds.). <i>Latino education: An agenda for community action research</i>, (pp. 75-98). Mahwah, New Jersey: Lawrence Erlbaum Associates.</p> <p>Lantolf, J. P., &amp; Thorne, S. L. (2006). Sociocultural theory and second language learning. In pp. 197-200.</p> <p><i>Tongue Tied: Part II:</i> The history of silencing children, pp. 87-110.</p>	<p><b>Course Connection:</b> Due on Bb before class time.</p>
<p><b>Week 6</b> Feb. 13</p>	<p><b>Second language learning for educational equity.</b> <i>TPEs 1.6, 3.1, 4.2, 5.7</i></p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Identify and examine approaches to second language acquisition for achievement</li> <li>• Evaluate the relationship between ideology and instructional practice</li> </ul>	<p>Block, D. (2003). A short history of second language acquisition. In <i>The social turn in second language acquisition</i>, pp. 8-31. Washington, DC: Georgetown University Press.</p> <p>Kumaravadivelu, B. (2001). Facilitating negotiated interaction. <i>Beyond methods: Macrostrategies for language teaching</i>, pp. 101-130. Princeton, NJ: Yale University Press.</p> <p><i>Tongue Tied: Part V.</i> Snow, C. "The four spokes of the language learning wheel." pp. 214-221.</p>	<p><b>Course Connection:</b> Due on Bb before class time.</p>

<p><b>Week 7</b></p> <p>Feb. 20</p>	<p><b>Language and Educational Outcomes</b> <i>TPEs 1.1, 4.2, 5.7</i></p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>Evaluate the relationship between cultural models and achievement</li> <li>Identify and analyze structural issues impacting language development</li> </ul>	<p>Gee: Chapter 9: Social Inanguages, situated meanings and cultural models, pp. 101-117. Chapter 10: Cultural models/figured worlds in action, pp. 118-128.</p> <p><i>Tongue Tied: Part V</i> Solorazano, D., &amp; Solorzano, R. Principals of successful schools for multilingual children. pp. 197-200. Lucas, T., Henze, R, &amp; Donato, R. The best multilingual schools. pp. 201-213.</p>	<p><b>Course connection:</b> Due on Bb before class time.</p>
<p><b>Week 8</b></p> <p>Feb. 27</p>	<p><b>Mid-term Exam Due.</b></p> <p>Round Table Discussion</p>	<p>No Readings this week.</p>	<p><b>Mid-term Exam:</b> Popular Culture Project</p> <p>No Course Connection</p>
<p><b>Week 9</b></p> <p>March 6</p>	<p><b>Ideology &amp; Identity</b></p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>Understand the role of language &amp; identity</li> <li>Review the power of narrative in developing identity</li> </ul>	<p>Martinez, R., &amp; Morales, P. Z. (2014). ¿Puras groserías?: Rethinking the role of profanity and graphic humor in Latin@ students' bilingual wordplay. <i>Anthropology &amp; Education Quarterly</i>, 45(4), 337-354.</p> <p><i>Tongue Tied: Part VI</i> pp. 253-287</p>	<p><b>Course connection:</b> Due on Bb before class time.</p> <p><b>Spring Break March 13</b></p>

<p><b>Week 10</b></p> <p>March 20</p>	<p><b>Language Development for Equity</b>  <i>TPEs 1.6, 3.1</i></p> <p>Learning Objectives:  Apply discourse analysis to varied technologies.  Examine approach to developing language; review purpose and outcomes.  Review scripted programs:  Group Inquiry (e.g., Language!)</p>	<p>Gee:  Chapter 12 – Discourse Analysis: Stories go to school, pp. 145-165.  Chapter 13 – Discourses and literacies, pp. 166-186.  Chapter 14: More on (big ‘D’) Discourses, pp. 187-202.</p>	<p><b>Course connection:</b> Due on Bb before class time.</p> <p>During class time:  CEE Position Statement: Supporting Linguistically and Culturally Diverse Learners in English Education Available: <a href="http://www.ncte.org/cee/positions/diverselearnersinee">http://www.ncte.org/cee/positions/diverselearnersinee</a></p>
<p><b>Week 11</b></p> <p>March 27</p>	<p><b>Standards for whom?</b>  <i>TPEs 1.6, 3.1</i></p> <p>Learning Objectives:  Evaluate the ideological underpinnings of standards and accountability.  Problematize standards: purposes, use and misuse.  Examine non-standard dialects (linguistic varieties): their development, impact on social mobility, and educational implications. (Group Inquiry)</p>	<p>Gee:  Chapter 16: Discourses, individuals, and performances, pp. 199-216.  Chapter 17: Science and the lifeworld, pp.</p> <p>Collins, J. (2001). Selling the market: Educational standards, discourse, and social inequality. <i>Critique of Anthropology</i>, 21(2), 143-163.</p>	<p><b>Course Connection:</b> Due on Bb before class time.</p> <p>During class time:  Overview of California English Language Development Standards and Proficiency Level Descriptors: <a href="http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf">http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf</a></p>
<p><b>Week 12</b></p> <p>Apr. 3</p>	<p><b>Countering Norms for Equity</b></p> <p>Learning Objectives:  Integrate sociocultural learning theory and “Ebonics” (AAVE).  Examine institutional norms and benefits/constraints for achievement.</p>	<p><i>Tongue Tied:</i> Part V  Collier, V. Teaching multilingual children. pp. 222-235.  Rickford, J. Suite for ebony and phonics: Reflections on African American English. pp. 236-241.  Delpit, L. What should teachers do about Ebonics? pp. 243-252.</p>	<p><b>Course Connection:</b> Due on Bb before class time.</p> <p>During class time:  Labov: 2 arguments</p>

<p><b>Week 13</b></p> <p>Apr. 10</p>	<p><b>Technology and Change</b>  <i>TPE 1.7 2.5, 4.7, 4.8</i></p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Synthesize issues in language and literacy education with technology in the classroom.</li> <li>• Examine new literacies and the shifting from teaching skills to developing 21<sup>st</sup> C skills.</li> <li>• Analyze technology &amp; education and the purposes of schooling; develop a personal statement on the purposes of schooling.</li> </ul>	<p>Collins, A., &amp; Halverson, R. (2009). <i>Rethinking education in the age of technology</i>. New York, NY: Teachers College Press.</p> <p>Chapter 9. What does it all mean? pp. 122-127.</p> <p>Chapter 10: Rethinking education in a technological world, pp. 128-146.</p> <p>Critically examine "Trends in US media consumption"  <a href="https://www.themediabriefing.com/article/nine-trends-in-us-media-consumption-in-charts">https://www.themediabriefing.com/article/nine-trends-in-us-media-consumption-in-charts</a></p> <p>Gee:  Chapter 8: The New Literacy studies. pp.</p> <p>Jenkins, H. et al. (2006). <i>Confronting the challenges of participatory culture: Media education for the 21<sup>st</sup> Century</i>. Chicago, IL: The MacArthur Foundation.</p> <p><b>Read Only: pp. 3-12; 61.</b></p>	<p><b>Course Connection:</b> Due on Bb before class time.</p> <p>For your <b>course connection</b> this week, examine the ways technology is changing education. Assigning an article is tricky, as it can become outdated overnight, due to the rapid change in technologies and software.</p>

<p><b>Week 14</b> <b>Apr. 17</b></p>	<p><b>Digital Literacies</b> <i>TPEs 1.4, 1.5, 1.7, 4.7, 5.1, 5.2, 5.3</i></p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Define multimodal texts (MMTs)</li> <li>• Examine MMTs' potential for equity</li> <li>• Apply approaches to reading MMTs</li> </ul>	<p>Dunkerly-Bean, J., &amp; Bean, T. W. (2015). Exploring human rights and cosmopolitan critical literacy with global young adult literacy multimodal text sets. <i>The NERA Journal</i>, 50(2), 1-10.</p> <p>Forman, G. (2011). The use of digital media in Reggio Emilia. In C. Edwards, L. Gandini, &amp; B. Forman, (Eds.), <i>Hundred languages of children: The Reggio Emilia experience in transformation</i> (pp. 343-356).</p> <p>Serafini, F. (2015). Multimodal literacy: from theories to practices. <i>Language Arts</i>, 92(6), 412-422.</p>	<p><b>Course Connection:</b> Due on Bb before class time.</p>
<p><b>WEEK 15</b> <b>Apr. 24</b></p>	<p><b>Promises Kept: Hope</b></p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Synthesize the course concepts</li> <li>• Develop a stance on hope for educational outcomes</li> </ul>	<p>Duncan-Andrade, J. M. R. (2009). Note to educators: Hope required growing roses in the concrete. <i>Harvard Educational Review</i>, 79(2). 1-13.</p> <p>Rose, M. (2009). <i>Why school? Reclaiming education for all of us</i>. New York: The New Press. Chapter 12: A language of hope, pp. 145-152.</p>	<p><b>Course Connection:</b> Due on Bb before class time.</p> <p>During class time: Round Table Discussion Share approaches for final exam, promise of hope through technology.</p> <p>Complete course evaluations: New Learning Experiences</p>
<p><b>FINAL</b> <b>May 1</b></p>			<p>Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at <a href="http://www.usc.edu/soc">www.usc.edu/soc</a>.</p>

## 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](mailto:sarc@usc.edu) describes reporting options and other resources.

### Support Systems

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. 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. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. 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.

### Incompletes

IN represents a grade of "incomplete." This is work not completed because of documented illness or some other emergency occurring after the 9th week of the 12-week semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam.

Conditions for Removing a Grade of Incomplete: If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and

the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

**Time Limit for Removal of an Incomplete:** One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP.