

Spring 2020 – M & W — 10-11:50am

Section: 20382R

Location: ANN 309

Instructor: **Sulafa Zidani**

Email: zidani@usc.edu

Office hours: By appointment

I. Course Description

This course covers the foundations of public speaking and introduces students to analyzing, critiquing, and presenting different types of speeches. Public speaking is viewed as an everyday practice involving the voice, body, and mind. The course is divided into units exploring the different aspects of public speaking (content, voice, body, senses, and audience), aiming to strengthen student's verbal and nonverbal public communication skills. It involves student participation, the incorporation of visual and aural technology, as well as occasional visits from guest speakers.

II. Student Learning Outcomes

Students will leave this course having practiced and learned several new skills, including:

- Developing ways to manage challenges to public speaking;
- Learning to differentiate and critically analyze different types of speeches;
- Conducting research and collecting information for writing an effective speech;
- Listening, analyzing, and giving feedback on their own and others' speeches;
- Using body language and voice effectively, and finding one's unique voice;
- Using technology in public speaking (sensory aid, and speaking via new media technology);

Combined, these outcomes help develop the critical thinking skills foundational for effective communication and understanding how power is involved in different elements of public speaking.

III. Course Notes

This syllabus may be subject to change based on the progress of the class, news events, and/or guest speaker availability.

IV. Assignments and Assessment

Attendance, Participation, Engagement (10%)

This class demands participation from all of us. Your participation grade is based on: Attendance, contribution and engagement in discussions and class activities, reading the required material, not using your technology for distraction from the class. Moreover, being present and engaged means being just as willing to listen to others as you are to speak. We will discuss how to give feedback and have fruitful discussions. Differences and disagreements are embraced in this classroom, but disrespect, hostility, and violence will not be tolerated.

Absences. You are allowed two (2) unexcused absences; for each additional unexcused absence, half (1/2) a grade will be deducted from your final grade in the course. An unexcused absence is an

absence without prior communication with the instructor. To get an excused absence, you must notify me at least 14 hours before (that's 8pm the evening before) or bring a doctor's note if relevant. Please note: You are responsible for the material covered in any class you miss.

Speech Reflections, 5 in total (10%)

250-300 words (~1-1.5 page, double-spaced, 1-inch margins, 12 pt font, Times New Roman)

* Include a short paragraph of "pre-speech journal" (we will be writing that part in class).

Reflections for the **first five speeches** are **due on the Friday after** each speech. Reflect on your speech and performance incorporating the concepts discussed in the current unit of the course. Some guiding questions include: How did you try to apply the concepts of the class to your speech? Where do you think you succeeded? Did you take any risks? How did those work out? What are some surprising elements that came up in the speech? If something unexpected happened, how did you react? Did you learn something new about yourself or your public speaking capability? What are some skills you would like to carry on into your future speeches? What are some areas you would like to strengthen? How did your performance compare to your own expectations before giving the speech in class?

Introduction Speech (5%)

~2 minutes

How would you introduce yourself publically? You can share what you do as well as the work, passion, or interests that are central to your life and how you want people to know you.

Informative Speech (10%)

5-7 minutes

Choose a topic about which you wish to inform the class. In this speech, you are expected to demonstrate your knowledge in a certain topic and your research skills in finding the right information for your speech. You must **cite three sources** at least that support your information, and submit your speech outline and bibliography before giving the speech in class.

Persuasive Speech (10%)

5-7 minutes

Choose an argument of which you want to convince the class. This speech can be modeled after activist or political speeches. You are expected to craft your argument, supply evidence that supports it, and refutes potential counter-arguments. The speech could be trying to convince the class to take a certain action, change behavior, or consider a new point of view. You must **cite three sources** at least that support your argument, and submit your speech outline and bibliography before giving the speech in class.

Recorded Speech (8%)

4-5 minutes

Imagine that you are participating in an online job interview, giving an online lecture, or sharing a speech online for a campaign that you care about. The recorded speech can be either an informative speech or a persuasive speech. It can be based on a previous speech, but may not be the same. Alternatively, it can be a demonstration of a skill or hobby that you pursue (stand-up comedy, singing, dancing, beauty vlogging, etc.). Informative and persuasive speeches must **cite three sources** at least that support your argument, and all speeches must submit the speech outline before presenting the speech recording in class. In your reflections, please address the experience of public

speaking via online technological tools, and especially when you and your audience are not present in the same physical or temporal space.

Sensory Aid Speech (12%)

5-7 minutes

* No reflection paper required

Prepare a speech which incorporates sensory aid (like an object, slideshow, handout, sound, video, etc. as we will discuss in the relevant unit). This can be an informative speech or a persuasive speech. You are allowed to revisit a topic from a previous speech, but may not deliver the same exact speech. You must **cite three sources** at least that support your argument, and submit your speech outline and bibliography before giving the speech in class. In your reflections, you must address the choices that you made in matching your sensory aid to the speech content.

Special Occasion Speech (8%)

2-3 minutes

* No reflection paper required

Prepare a speech modeled after a real or fictional occasion. The special occasion speech is expected to be “short-but-sweet,” condensing key information into a memorable and moving 2-3 minutes. Some examples of special occasion speeches include: introducing a special guest, giving a wedding toast, giving or accepting an award, graduation speech, keynote address, etc. You must submit your speech outline before giving the speech in class.

Public Speech Example (5%)

* Sign up on the first day

>5 min video/audio, ~3 min explanation

Present video or audio of a speech in class that is relevant to the current unit of the course. This speech can be a historical speech, it can be from a movie or TV show, or even your personal life. Feel free to get creative with your choices. This exercise is meant as a warm-up or conversation starter for the class. Explain to the class why you choose this speech. Some guiding questions include: What type of speech would this video belong to (informative, persuasive, special occasion)? What does it demonstrate particularly well? Are there any key elements it lacks? This is not a presentation, so please do not prepare slides.

TED Talk Analysis (5%)

400-500 words (~2 pages, double-spaced, 1-inch margins, 12 pt font, Times New Roman)

Pick a TED Talk that is longer than 10 minutes (selection available at <https://www.ted.com/talks>) and write a critique for it according to the concepts we have covered so far in class.

Friendly Peer Critique (5%)

250-300 words (~1 page, double-spaced, 1-inch margins, 12 pt font, Times New Roman)

Pair up with a classmate and pick speeches to critique one another. Write your feedback down and send it to each other (cc'ing me on the email). In addition to practicing listening and analyzing speeches, this assignment should demonstrate your ability to give and receive constructive criticism.

Final Reflection (12%)

800-1000 words (3.5-5 pages, double-spaced, 1-inch margins, 12 pt font, Times New Roman)

Write a paper reflecting on your public-speaking journey this semester and the concepts we have covered in this class. Some guiding questions include: What were some insightful or surprising new concepts that you learned related to public speaking? In what ways did your public speaking ability improve this semester? What areas would you like to continue to strengthen? Are there any upcoming public speaking opportunities you are excited about? Are there types of speeches you believe you are better at than others?

Extra Credit (1%)

250-300 words (~1 page, double-spaced, 1-inch margins, 12 pt font, Times New Roman)

Opportunities for extra credit will be suggested throughout the semester depending on upcoming events at USC. Note: **no more than two** extra credit assignments allowed.

V. Grading Scale

a. Breakdown of Grade

Each assignment will be worth 100 points and will be converted to a percentage score, depending upon the weight assigned to it above. The percentage scores on the assignments will then be calculated as a percentage of 100 points and translated to a letter grade per the grading scale below.

b. Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	59-0

c. Grading Standard

- A/A- Outstanding, thoughtful, and enthusiastic work
- B+/B Above average work, demonstrating good insight into assignment
- B-/C+ Needs improvement on ideas, argument, and follow-through
- C and below Shows little understanding of material, does not fulfill requirements

*** How to get an A in this class:** In short: show up! This class demands participation from all of us. Most, if not all, of your assignments will be presented in class. Therefore, it is very important for us to create a friendly atmosphere. To get the best out of the course, come prepared to share your work, your thoughts, experience, and questions. If you miss a class, make sure to ask a friend for updates to keep you on track.

d. Grading Timeline

All graded assignments will be returned to you individually via Blackboard in a timely manner (usually within 10 days of the assignment).

If you have concerns regarding a grade on a specific assignment, you must appeal the grade in writing within one (1) week of receiving your graded assignment from me. Your appeal must state why/how you feel your grade is inaccurate, providing specific examples. No appeals will be accepted for assignments submitted late, or after the one-week appeal deadline.

VI. Assignment Rubrics

Reflection papers will be evaluated on the clarity and development of their content and central ideas. Speeches will be evaluated based on the requirements for each of them (broadly speaking: answering

the prompt's requirements, clarity of arguments, use of evidence to support the arguments, depth of analysis, and critical engagement with/consideration of the topics at-hand).

VII. Assignment Submission Policy

All assignments are due on the deadlines specified in the corresponding prompt (all will be discussed in class, writing assignments will also be posted on Blackboard under "Assignments"). Extensions on assignments must be approved by the instructor **in advance** of the assignment deadline. Lacking prior discussion and agreement with the instructor, late assignments will receive a one-third (1/3) grade reduction for each day late (including weekends), and any missing assignments will automatically be given a grade of 0%.

Assignments must be submitted via Blackboard unless otherwise stated by the instructor. All written assignments must be typed in 12-point font, double-spaced, and have 1-inch margins. Please make sure to spell-check and proofread all papers for spelling and grammar. If you are using/citing someone else's work, please include a "works cited" section and follow a consistent style guide (APA is recommended). Please save and submit all assignments in .doc or .docx format, so that I may return your graded papers to you with feedback and comments in "Track Changes."

VIII. Required Readings and Supplementary Materials

Required:

- iSpeak: Public Speaking for Contemporary Life by Judy C Pearson, Paul E. Nelson, and Scott Titsworth (2008 Edition)
- PSVT - Public Speaking: The Virtual Text (The Public Speaking Project) – available for free here: <http://publicspeakingproject.org/psvirtualtext.html>

Recommended:

- The Well-Spoken Thesaurus: The Most Powerful Ways to Say Everyday Words and Phrases by Tom Heehler

* All other reading material will be available through the course Blackboard

IX. Technology Policy

All undergraduate and graduate Annenberg majors and minors are required to have a laptop that can be used in Annenberg classes. Laptops will be used in this class for note-taking, research, or other purposes for in-class activities. This class requires students' participation and presence, therefore please refrain from using phones and earphones/earbuds for non-class purposes during class time.

X. Add/Drop Dates for Session 001 (1/13/20 – 5/1/20)

Fri. 1/31: Last day to register/add classes. Also, last day to drop a class without a "W," except for Monday-only classes, and receive a refund for Session 001

Tue. 2/4: Last day to drop a Monday-only class without a "W" and receive a refund for Session 001

Fri. 2/28: Last day to drop a course without a "W" on the transcript for Session 001. [Drop any course by end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Fri. 2/28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Fri. 4/3: Last day to drop a class with a mark of "W" for Session 001

XI. Course Schedule

This course has 28 sessions which are divided into 7 units.

Unit 1: Introduction

- M 1/13 Session 1: An introduction to the course's key questions and concepts
Required Reading:
- iSpeak p. 41 "Presenting Yourself"
 - PSVT Chapter 1 "Introduction to Public Speaking"
- Suggested Reading:**
- Miriam Sweeney "How to read for grad school"
<https://miriamsweeney.net/2012/06/20/readforgradschool/>
 - Laura Portwood-Stacer "How to Email Your Professor"
<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>
- Assignment (in class):**
- Sign up to bring an example speech to class.
- W 1/15 Session 2: Listening, asking questions, and giving feedback
Required Reading:
- iSpeak "Listening and Public Speaking" pp. 89-92
 - PSVT Chapter 4 "Listening"
 - Skills for Questioning Sheet (Available on Blackboard)
- Assignment Due:**
- Introduction Speech.
 - Introduction Speech Reflection Due **Friday 1/17.**
- M 1/20 Martin Luther King Jr. Day – NO CLASS

Unit 2: The Content

- W 1/22 Session 3: Background Research and Speech Structure
Required Reading:
- iSpeak chp 5 "Finding Information and Supporting Your Ideas" pp. 96-120
- Assignment Due:**
- Informative Speech Topic Due **Friday 1/24.**
- M 1/27 Session 4: Organizing and Outlining Your Speech
Required Reading:
- iSpeak Chapter 6 "Organizing and Outlining" pp. 124-145
- W 1/29 Session 5: Informative Speaking
Required Reading:
- iSpeak Chapter 10 "Presenting to Inform" pp. 218-236
- Suggested Reading/Listening:**
- PSVT Chapter 15 "Informative Speaking"

- Ali Almosawi, “An Illustrated Book of Bad Arguments.”
<https://bookofbadarguments.com>
- Podcast Episode: <https://www.bbc.co.uk/programmes/w3cswrkl>

M 2/3 Session 6: Speech Day

Due Today:

- Informative Speech (& Pre-Speech Journal)

W 2/5 Session 7: Speech Day

Due Today:

- Informative Speech (& Pre-Speech Journal)
- Informative Speech Reflections **due Friday 2/7.**

Unit 3: The Voice

M 2/10 Session 8: Pitch, Accent, and Language.

Required Reading:

- iSpeak “Using Voice Effectively” pp. 159-163
- Watch/Read/Listen: Zadie Smith “Speaking in Tongues”
<https://www.nybooks.com/articles/2009/02/26/speaking-in-tongues-2/>
OR <https://soundcloud.com/nybooks/zadie-smith-speaking-in-tongues>
- Gene Demby “How Code-Switching Explains the World”
<https://www.npr.org/sections/codeswitch/2013/04/08/176064688/how-code-switching-explains-the-world>

W 2/12 Session 9: Finding Your Voice

* Guest Speaker: Reema Khrais

Required Reading (may be subject to change):

- Chenjerai Kumanyika “The Whiteness Of ‘Public Radio Voice’”
<https://www.buzzfeednews.com/article/chenjeraikumanyika/the-whiteness-of-public-radio-voice>
- Listen: This is Uncomfortable Ep. 3 (June 27, 2019) “Home/Work”
<https://www.marketplace.org/shows/this-is-uncomfortable-reema-khrais/home-work/>

Assignments Due:

- Persuasive Speech Topic due **Friday 2/14.**

M 2/17 Presidents' Day – NO CLASS

W 2/19 Session 10: Persuasive Speaking

Required Reading:

- iSpeak Chapter 11 “Presenting Persuasive Messages” pp. 242-264

M 2/24 Session 11: Speech Day

Due Today:

- Persuasive Speech (& Pre-Speech Journal)

- W 2/26 Session 12: Speech Day
Due Today:
- Persuasive Speech (& Pre-Speech Journal)
 - Persuasive Speech Reflections **due Friday 2/28.**

Unit 4: The Body

- M 3/2 Session 13: Body and Language
Required Reading:
- iSpeak “Using the Body to Communicate” pp. 163-169
 - Toastmasters Body Language Guide (on Blackboard)
- Suggested Reading:**
- Zack Stafford “When you say you 'don't see race', you're ignoring racism, not helping to solve it”
<https://www.theguardian.com/commentisfree/2015/jan/26/do-not-see-race-ignoring-racism-not-helping>
 - Watch: The Other Box “Talking Asian Stereotypes with the Huffington Post” <https://www.theotherbox.org/news-page/2017/3/3/talking-asian-stereotypes-with-the-huffington-post>
- Assignment Due:**
- Recorded Speech Topic due by end of day.

- W 3/4 Session 14: Technology and the Body
Required Reading:
- Agnes Jozwiak “The Challenges Involved in Presenting to a Virtual Audience” <https://blog.clickmeeting.com/the-challenges-involved-in-presenting-to-a-virtual-audience>
 - Lewis Leong “Scariest than death: How virtual reality is tackling the fear of public speaking” <https://www.techradar.com/news/wearables/scariest-than-death-how-virtual-reality-is-tackling-the-fear-of-public-speaking-1326413>
 - Lilah Burke “Your Interview with AI”
<https://www.insidehighered.com/news/2019/11/04/ai-assessed-job-interviewing-grows-colleges-try-prepare-students>
- Suggested Reading: Reading:**
- Gary Genard “Use Body Language when Speaking Virtually. You Have To!” <https://www.genardmethod.com/blog/bid/160370/Use-Body-Language-when-Speaking-Virtually-You-Have-To>
 - Bob Cargill “10 Ways Public Speakers Should Use Social Media”
<https://www.amaboston.org/blog/10-ways-public-speakers-should-use-social-media/>

- M 3/9 Session 15: Speech Day
Due Today:
- Recorded Speech (& Pre-Speech Journal)

- W 3/11 Session 16: Speech Day

Due Today:

- Recorded Speech (& Pre-Speech Journal)
- Recorded Speech Reflections **due Friday 3/13.**

3/15-22 Spring Recess – NO CLASS

Unit 5: The Senses

M 3/23 Session 17: Sensory aid; different types for different benefits

Required Reading:

- iSpeak Chapter 9 “Visual Resources and Presentation Technology” pp. 196-215
- Andrew Dlugan “How to Choose and Use Speech Props: A Speaker’s Guide” <http://sixminutes.dlugan.com/speech-props/>

W 3/25 Session 18: Visualizing data and using slides effectively

* Guest Speaker: Nina Zidani

Required Reading (may be subject to change):

- The University of New South Wales “Common Mistakes Made Using PowerPoint” <https://student.unsw.edu.au/common-mistakes>
- Watch: TEDx Talk “How to Avoid Death by PowerPoint.” YouTube, April 14. Available at: <https://www.youtube.com/watch?v=Iwpi1Lm6dFo>.

Suggested Reading:

- Stephanie Evergreen “Top Four Mistakes Seen in Conference Presentations” <https://stephanieevergreen.com/top-four-mistakes-seen-in-conference-presentations/>
- Brad Phillips “The Five Most Common PowerPoint Mistakes” <https://www.throughlinegroup.com/2011/03/10/the-five-most-common-powerpoint-mistakes/>

Assignments Due:

- Sensory aid speech topic due **Friday 3/27.**
- TED Talk Analysis Assignment due **Friday 3/27.**

M 3/30 Session 19: Workshop Day

Due Today:

- Draft of Sensory Aid Speech

W 4/1 Session 20: Workshop Day

Due Today:

- Draft of Sensory Aid Speech

M 4/6 Session 21: Speech Day

Due Today:

- Sensory Aid Speech (& Pre-Speech Journal)

W 4/8 Session 22: Speech Day

Due Today:

- Sensory Aid Speech (& Pre-Speech Journal)
- Special Occasion Speech Topic due **Friday 4/10**

Unit 6: The Audience

- M 4/13 Session 23: Adapting your speech to the audience and situation
Required Reading:
- iSpeak Chapter 4 “Analyzing the Audience” pp. 68-89 + p.93
 - Cord Jefferson “The Art of the Code-Switch: Obama Morphs for His Audience Just Like You Do” <https://gawker.com/5948541/the-art-of-the-code-switch-obama-morphs-for-his-audience-just-like-you-do>
- W 4/15 Session 24: Special Occasions and Special People
Required Reading:
- iSpeak Chapter 12 “Speaking on Special Occasions” pp. 268-279
- M 4/20 Session 25: Speech Day
Due Today:
- Special Occasion Speech (& Pre-Speech Journal)
- W 4/22 Session 26: Speech Day
Assignments Due:
- Special Occasion Speech (& Pre-Speech Journal)
- M 4/27 Session 27: In-Class Activity: Impromptu speeches for different audience groups

Unit 7: Conclusion

- W 4/29 Session 28: Last session
Required Reading:
- Review your notes and reflections
- Assignments Due:**
- Final Reflection Paper due **May 10**
- Fri 5/1 Last day of classes
- Sun 5/10 Final Reflections due!

XII. Additional Policies and Procedures

Communication

Students are encouraged to email the instructor or attend office hours to discuss any course-related issues. Please note: I work to reply to all email within 24 hours during the week (Monday – Thursday) and 48 hours over the weekend (Friday – Sunday). Unless urgent, please allow for this time to pass before sending a follow-up email.

Similarly, announcements regarding the course will be shared with students via email. Students are expected to check their USC email regularly to stay up-to-date on any changes or updates about the course.

Email Pro-tip: Write the course number in the subject line.

Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

b. Support Systems

The Writing Center

Free individual consultation services to all USC students seeking to improve or develop their writing skills, drafting, revising, or critical thinking. <https://dornsife.usc.edu/writingcenter/>

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. studenthealth.usc.edu/counseling

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. studenthealth.usc.edu/sexual-assault

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures. equity.usc.edu, titleix.usc.edu

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

usc-advocate.symplicity.com/care_report

The Office of Disability Services and Programs - (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/note-takers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. dsp.usc.edu

USC Support and Advocacy - (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student. uscsa.usc.edu

Diversity at USC - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students. diversity.usc.edu

Another great resource if you are interested in diversity and inclusions research, events, and programs is the *Institute for Diversity & Empowerment at Annenberg (IDEA)*
<https://annenberg.usc.edu/research/idea>

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. dps.usc.edu, emergency.usc.edu

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

Non-emergency assistance or information. dps.usc.edu

Annenberg Student Success Fund

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

Breaking Bread Program [undergraduate students only]

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus. <https://undergrad.usc.edu/faculty/bread/>

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