



COMM 204: Public Speaking 4 Units

Fall 2020 – M & W – 2:00–3:20 pm

Section: 20381

Location: Online [access Zoom via Blackboard]

Instructor: Do Own (Donna) Kim

Office: Zoom (Password on Blackboard) [Join

URL: <https://usc.zoom.us/j/554756961>]

Office Hours: Mondays, 3:30–4:30 pm & by appt

Contact Info: doownkim@usc.edu

I. Course Description

This course is designed to train students to become confident, engaging, and effective public speakers. Public speaking, or the process and art of speaking to an audience, is one of the core skills for not only academic and professional success but also for building and maintaining personal and social relationships. Public speaking is an interactive process; whether it be live or recorded, it demands engagement from both the speaker (i.e. speaking) and the audience (i.e. listening). In this respect, this course will focus on practice- and reflection-based activities to help students familiarize with public speaking in action. Active student participation is strongly encouraged. Over the course of the semester, students will learn theory-informed foundations of public speaking and practice applying them in various communicative situations, both as a speaker and as a member of the audience. We will explore concepts and skills related to: understanding and developing verbal and nonverbal (e.g. body, gesture, movement) communicative skills; analyzing the audience; conducting ethical research; drafting and utilizing logical outlines; supplementing speech with sensory aids; and last but not least, listening critically and giving constructive feedback.

II. Student Learning Outcomes

By the end of this course, students will be able to:

- Distinguish and describe various types of speeches and their characteristics;
- Gain confidence in tackling public speaking challenges such as communication apprehension;
- Improve verbal, nonverbal (e.g. body, gesture, movement), and multimedia skills for public speaking in a variety of settings
- Create and employ logical, organized outlines that incorporate insights from audience analysis;
- Conduct ethical research and use accurate citations;
- Engage in critical listening and give constructive feedback

III. Course Notes

Some people feel comfortable with public speaking, and others less so. We are also likely to encounter diverse perspectives and life experiences throughout the semester. Both speakers and

audience members should be mindful that we are here to learn and practice together. Remember: be receptive, respectful, and responsible.

All times on this syllabus are Pacific Time. Be advised that this syllabus is subject to change—and probably will change—based on the progress of the class, events, and/or guest speaker availability, where relevant. Students should consult the Registration Calendar for dates regarding add/drop deadlines, fees, grading options, etc.

IV. Required Readings and Supplementary Materials

Textbook

The Public Speaking Project. (2011). *Public Speaking: The Virtual Text (PSVT)* [PDF file]. <http://publicspeakingproject.org/psvirtualtext.html> [Full text available via link]

Assigned Readings

10/12 (Mon)

Cialdini, R. B. (2009). *Influence: The Psychology of Persuasion*. HarperCollins. [Full-text e-book available via USC Libraries]

10/19 (Mon)

IJsselsteijn, W. A., van Baren, J., & van Lanen, F. (2003). Staying in touch: Social presence and connectedness through synchronous and asynchronous communication media. In Stephanidis, C. & Jacko, J. (Eds.), *Human-Computer Interaction: Theory and Practice (Part II)* (pp. 924-928). Lawrence Erlbaum. [Available on Blackboard]

10/21 (Wed)

Hartmann, T., & Goldhoorn, C. (2011). Horton and Wohl revisited: Exploring viewers' experience of parasocial interaction. *Journal of communication*, 61(6), 1104-1121. [Available on Blackboard]

(Recommended)

Harris, L. J. (2017). *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*. Communication Faculty Books [PDF file]. https://dc.uwm.edu/comm_facbooks/1/ [Full text available via link]

NOTE: Additional readings will be made available via Blackboard.

V. Assignments and Assessment

1) Participation (50pts; 10%)

Public speaking consists of “public”—as opposed to private—and “speaking”. Your participation as an active audience (i.e. “public”) as well as a respectful speaker (i.e. “speaking”) is essential to this course. Class participation will be based on your class preparation and in-class engagement. Since this is a public speaking course, your verbal contributions are important to assessing your participation. Active listening, chat contributions, and in-class survey replies will also be considered.

Attendance. You are allowed two (2) unexcused absences, which refers to an absence that was not communicated to the instructor in advance. Each additional unexcused absence will result in a 5% deduction from your final grade. Unexcused absences are *not accepted on your assigned speech days*; an unexcused absence on your speech day will result in a 10% deduction from your speech grade. If you must miss class due to emergencies, illness, religious observance, or university-sanctioned activities, please contact me as soon as possible *before noon* (12:00 pm) on

the day of the class and provide proper documentation. Students are strongly encouraged to attend live sessions via Zoom. This is the best way to engage with the course and keep up to date with class activities and assignments. However, there will be no penalty for failing to attend live sessions, and students who miss live sessions will be able to keep up with the class by reviewing class recordings and engaging through asynchronous class activities and assignments. *If the class falls outside of reasonable learning hours in your time zone, defined as 7:00 am to 10:00 pm, please reach out to me to discuss accommodations.* You are responsible for the material covered in any class you miss.

2) Speeches (275pts; 55%)

(1) Introduction speech (25pts; 5%): 8/24 Monday

[1.5–2 minutes]

How would you like to introduce yourself? This should be a short, 1.5 to 2-minute speech about yourself to help people get to know about you. What are some important things about you? Are there any interesting things about you that you would like us to remember? A good introduction speech should make people feel like they know you better after you finish speaking.

(2) Informative speech (50pts; 10%): 9/14 Monday, 9/16 Wednesday

[5–7 minutes]

What do you want us to know (better)? This should be a 5 to 7-minute speech that informs your audience about a topic of your choosing. The goal of this speech is to sharpen your research skills and practice presenting information in a credible, easy-to-follow, and memorable manner. You are expected to conduct research on your topic and to organize your key points and their supporting evidence into a speech outline. During your speech, please appropriately *cite at least three sources* that support the information you are presenting. You will be required to *submit your speech outline and references* on Blackboard before the class period starts.

(3) Persuasive speech (60pts; 12%): 10/5 Monday, 10/7 Wednesday

[5–7 minutes]

What do you want us to think (differently) about? This should be a 5 to 7-minute speech that centers on an argument intended to influence your audience's beliefs, attitudes, values, and behaviors. Build a convincing argument by contemplating relevant evidence, preparing for potential counterarguments, and considering persuasive techniques. This means that you are expected to conduct research on your topic and to organize your key points and their supporting evidence into a speech outline. During your speech, please appropriately *cite at least three sources* that support the argument you are presenting. You will be required to *submit your speech outline and references* on Blackboard before the class period starts.

(4) Sensory aid speech (75pts; 15%): 10/26 Monday, 10/28 Wednesday

[5–7 minutes]

What and how would a sensory component(s) enhance your speech? This should be a 5 to 7-minute informative or persuasive speech that incorporates a sensory supplement(s) such as a handout, slideshow, video, audio, object, demonstration, and so forth. You are welcome to revisit your or your classmate's previous topic, but you may not present the exact same speech. You may also choose a new topic that you are interested in. You are expected to conduct research on your topic and to organize your key points and their supporting evidence into a speech outline.

During your speech, please appropriately *cite at least three sources* that support the information or argument you are presenting. Depending on the form of the sensory aid, this may be done verbally or visually. You will be required to *submit your speech outline and references* on Blackboard before the class period starts.

(5) Recorded speech with Q&A (25pts; 5%)

Recorded Speech: 10/30 Friday [Blackboard]

[5–7 minutes]

What should you consider when speaking to an asynchronous audience? This should be a 5 to 7-minute video recording of your informative, persuasive, or sensory aid speech. *You should use the same speech outline* but make appropriate adjustments such as word choice or body language to effectively deliver your speech in a delayed, mediated setting. You are expected to include your face in the video. If you are using a sensory aid such as PowerPoint slides, please consider utilizing features such as side-by-side mode to include both the sensory component and your face in the video recording. Your video, or the link to your video, should be uploaded on Blackboard by **Friday, 10/30**. Please maintain the standard reference requirement during your speech, i.e. *cite at least three sources*. You are *not* required to submit your speech outline and references.

Q&A: 11/2 Monday 12:00pm [question comment]; in-class [Q&A]

[Two (2) Q&As, <3minutes]

What would you do if someone asks a question about your speech? What if you have a question about someone else's speech? In some occasions, questions are collected before the delivery, and in other occasions, the floor is open. This in-class exercise is intended to prepare you for Q&A sessions. Each student will be allotted 3 minutes of Q&A time on their recorded speech, during which they will *respond to at least two questions* from the class. This means that in turn, each student *as an audience member* will be required to *ask a question each to at least two speakers*. One of these speakers will be pre-assigned (pairs), to whose comment section in their recorded speech you should leave a question that you will be asking in class by **12:00 pm on the day of the class (11/2 Mon)** [prepared Q&A]. You are free to choose the other speaker you want to direct your question to [spontaneous Q&A]. Since we will not be watching recorded speeches in class, it is advised that you watch your classmates' recorded videos in advance, refer to your notes from past presentations, pay attention to the topic area, and/or listen carefully during the Q&A session to ask a follow-up question. Time management, etiquette, and tact are some of the key qualities that I will be looking for in both the speaker and the audience.

NOTE: If you wish to use this opportunity to prepare for an upcoming task or an event that involves using a recorded video with or without a Q&A session, such as a job interview, virtual conference presentation, or audition, please let me know by **Week 9** to discuss if adjustments can be made.

(6) Special occasion speech (40pts; 8%): 11/11 Wednesday

[2–3 minutes]

This should be a brief, 2–3-minute speech modeled after a speech that you may be asked to give in a real life or a fictional scenario. You may use the following scenario as your creative springboard: "Congratulations! In honor of your hard work and contribution this semester, you have been invited to COMM 204 graduation celebration! You may accept the 1st COMM 204 award, give your classmate an award, or congratulate and encourage us with a commencement

speech. By invitation only.” Alternatively, you may opt for a different type of a special occasion speech and/or a different scenario, such as a wedding toast, eulogy, guest introduction, and so forth. You will be required to submit your *speech outline and references* on Blackboard before the class period starts.

3) Written Assignments (125pts; 25%)

Assignment Submission policy:

Students are expected to observe the following formatting guidelines: *.pdf or .docx format; Times New Roman; 12-point; 1-inch margins; double-spaced; APA style, 7th ed.** Submissions not meeting the page limit requirement will be penalized. Unless indicated otherwise, all written assignments should be submitted via **Turnitin on Blackboard by 11:59 pm** on the day they are due. There will be a *10% deduction per each day late* from the score obtained on the assignment. If there is an extenuating circumstance that prevents you from meeting the requirements, please contact me as soon as possible before the deadline.

**APA style resources:*

American Psychological Association (2020). *Publication manual of the American Psychological Association: the official guide to APA style* (7th ed.). American Psychological Association. [Available for loan at USC Libraries.]

Purdue Online Writing Lab (OWL). (n.d.). *APA Style (7th Edition)*. Purdue Online Writing Lab. https://owl.purdue.edu/owl/research_and_citation/apa_style/

(1) TED Talk review (25pts; 5%): 8/31 Monday

[2 pages excluding references]

Analyze and write a review of a TED Talk of your choice, as long as (a) it is 5–7 minutes or longer and (b) the speaker is presenting on stage (as opposed to a webcam). First, summarize the content of the speech. Second, evaluate and critique the speech using class concepts. Third, reflect on what you found effective and/or not effective, and discuss what may be useful for you. Consider what may or may not be transferable in a different public speaking setting.

(2) Speech journal (75pts; 15% [15pts or 3% each]): 8/28; 9/18; 10/9; 10/30; 11/6 Fridays

[1 page excluding references]

After presenting each of your *first five speeches* (i.e. speeches (1)–(5) in the section above), you will write a one-page reflection about your performance. Reflect on your preparation process and delivery. Think about how you felt before, during, and after the speech. Describe what you believe you did well and what you want to improve. What did you learn from your experience and from listening to your peers? What concepts, strategies, and/or insights from your past speech reflections worked for you, and what did not? Did anything unexpected happen, and if so, how did you respond? What advice would you give to your future self about the next speech assignment? Your speech journal is due on the **Friday** after each speech (see below). *If all five reflections have been submitted, the lowest score will be replaced with the average of the other four scores.*

- (1) Introduction speech: 8/28 (Fri)
- (2) Informational speech: 9/18 (Fri)
- (3) Persuasive speech: 10/9 (Fri)
- (4) Sensory aid speech: 10/30 (Fri)
- (5) Recorded speech with Q&A: 11/6 (Fri)

(3) Peer Feedback (25pts; 5%): 9/30 Wednesday; 10/21 Wednesday; 11/9 Monday; 11/18 Wednesday [Choose one (1)]

[1 page excluding references; Email]

In pre-assigned pairs, you will write *one* peer feedback on your classmate's speech of your choosing, excluding the first and the last speeches (i.e. choose from speeches (2)–(5)). The goal of this exercise is to practice active listening, as well as giving and receiving constructive feedback. When writing your feedback, think about the guiding questions for your speech journal entries and what kind of feedback you would find helpful. Re-read your feedback at least once. Instead of submitting on Blackboard, peer feedback should be *emailed to your partner's USC email with me* (doownkim@usc.edu) CC'd to it. Due date of this assignment will depend on which speech you are planning to write your feedback on. Generally, they fall on our last meeting day before the day of the next major assignment. See below for the exact dates.

- (2) Informative speech: 9/30 (Wed)
- (3) Persuasive speech: 10/21 (Wed)
- (4) Sensory aid speech: 11/9 (Mon)
- (5) Recorded speech with Q&A: 11/18 (Wed)

4) Final Paper (50pts; 10%): 11/23 Monday

[3–4 pages excluding references]

In lieu of the final exam, you are required to submit a final reflection paper on Blackboard by **Monday, 11/23**. Your final paper should reflect on your progress over the course of the semester. You may draw on your speech journal, peer feedback, and/or in-class surveys to retrace your journey, but you should significantly expand on your insights. Here are some guiding questions: How would you evaluate your public speaking now (versus the beginning of the semester)? Where have you improved, and which areas do you wish to continue working on? What concepts have you learned and how did they impact your speech planning and delivery? What skills and styles have you tried out, and which ones have you adopted (or plan to adopt)? Did setting (e.g. asynchronous/synchronous) change anything for you? Which speeches were relatively easy or difficult for you, and why? Did you notice any style differences between you and your peers? Were there any particularly memorable speeches? What do you think were your relative strengths and weaknesses? How would you compare your experiences as the speaker and the audience? How would you like to apply what you have learned to your future public speaking occasions?

5) Extra credit (5pts; 1%): 11/13 Friday

There are two extra credit opportunities. You may receive up to 5 points (1%) extra credit per each opportunity. You may partake in both, but only once per each. Both extra credit assignments are due on the **Friday** after the last speech, on **11/13**.

Speech example (2.5pts; 0.5%)

[1 page excluding references]

Find a speech example that you would like to share with class. This should be a publicly available and lesser-known positive example that your classmates can learn from and model after. This may be from real-life (e.g. local social group, news) or fiction (e.g. movie, reality show, game, cartoon—including speeches on fictional issues). In your one-page review, you should include a brief summary of the content and the reasons you recommend the speech. You

are expected to incorporate some of the terms, concepts, or skills covered in class. In your references, you should include a link to the video or its equivalent; access should be free and open to your classmates. Speech delivered in foreign languages are also welcome, as long as your review adequately explains the ways non-speakers of the language can learn from the speech. Be creative, but respectful.

Reflection on public speaking experience (2.5pts; 0.5%)

[1 page excluding references]

Over the course of the semester, you may be put in a situation where you are asked to give a speech (e.g. Zoom dinner party, a socially distanced wedding), or invited to attend one (e.g. virtual Annenberg talks, open-to-public video conferences). Please write a one-page reflection on your experience as the speaker or an audience member. Explain the type of occasion, the type of speech given, and the techniques that you have employed (observed). What was it about, and how did it go? What went well and why? What could have been done better and how? Discuss what you have learned from the experience, paying careful attention to how it compares with class experiences, particularly if the speech was given in an offline setting.

VI. Grading

Breakdown of Grade

Assignment	Points	% of Grade
1) Participation	50	10%
2) Speeches	275	55%
(1) Introduction speech	25	5%
(2) Informative speech	50	10%
(3) Persuasive speech	60	12%
(4) Sensory aid speech	75	15%
(5) Recorded speech with Q&A	25	5%
(6) Special occasion speech	40	8%
3) Written assignments	125	25%
(1) TED Talk review	25	5%
(2) Speech Journal (5 reflections)	75 (15pts ea.)	15% (3% ea.)
(3) Peer feedback	25	5%
4) Final paper	50	10%
TOTAL	500	100%
IMPORTANT NOTE: According to USC grading policy, “No student is allowed to re-take a final examination or do extra work in a course after the semester has ended for purposes of improving his or her [or their] grade.”		

NOTE: You may receive up to 5pts (1%) extra credit.

Grading Scale

Points	%	Grade	Points	%	Grade
470–500	94–100	A	370–384	74–76	C
450–469	90–93	A-	350–369	70–73	C-
435–449	87–89	B+	335–349	67–69	D+
420–434	84–86	B	320–334	64–66	D
400–419	80–83	B-	300–319	60–63	D-
385–399	77–79	C+	0–299	0–59	F

NOTE: “n1–n2” here refers to “ $n1 \leq \text{total points or percentage} < (n2 + 1)$ ”. For instance, the range for “A-” grade is indicated in the table as 450–469 points (90–93%). If your total score (percentage) is *greater than or equal to* 450 points (90%) but *less than* 470 points (94%), the latter of which is the result of $469 + 1$, then your final grade is an A-.

Grading Standards

Letter Grade	Description
A	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

Grading Timeline and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments and exams. Therefore, *every attempt* will be made to grade assignments and post grades *within 7 – 10 days* (from the due date). Scores and individual feedback for all assignments are regularly updated on Blackboard. You are responsible for notifying me **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a

score on an assignment. If you fail to inquire/notify me of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

VII. Course Schedule: A Weekly Breakdown

Week	Note	Date	Day	Theme	Reading	Due
1		8/17	Mon	Course Overview	Syllabus	
		8/19	Wed	Introduction to Public Speaking	PSVT Ch1 Introduction to Public Speaking; PSVT Ch3 Ethics in Public Speaking	
2	Speech day	8/24	Mon		PSVT Ch4 Listening Effectively; PSVT Ch11 Speaking with Confidence	Introduction speech
		8/26	Wed		PSVT Ch12 Delivering Your Speech; *Watch: Stephen, W. (2015) "How to Sound Smart in Your TEDx Talk": https://youtu.be/8S0FDjFBj8o	8/28 (Fri) Speech Journal
3		8/31	Mon	Research, Organization, and Informative Speech	PSVT Ch15 Informative Speaking	TED Talk paper
		9/2	Wed		PSVT Ch8 Organizing and Outlining	Finalize speech topic
4	Labor Day	9/7	Mon		NO CLASS	
		9/9	Wed		PSVT Ch7 Supporting Your Ideas; PSVT Ch9 Introductions and Conclusions	
5	Speech day	9/14	Mon			Informative speech
	Speech day	9/16	Wed			Informative speech; 9/18 (Fri) Speech Journal
6		9/21	Mon	Argument, Audiences, and Persuasive Speech	PSVT Ch16 Persuasive Speaking	
		9/23	Wed		PSVT Ch6 Critical Thinking & Reasoning	Finalize speech topic
7		9/28	Mon	[Guest day] Public Speaking across Languages and Cultures	PSVT Ch14 Speaking to a Global Audience (TBU) * [Guest speakers] Nathaniel Ming Curran, PhD candidate Sulafa Zidani, PhD candidate	
		9/30	Wed		PSVT Ch5 Audience Analysis	(Peer feedback)
8	Speech day	10/5	Mon			Persuasive speech

	Speech day	10/7	Wed			Persuasive speech; 10/9 (Fri) Speech Journal
9		10/12	Mon	Sensory Aid and Technology	Cialdini Ch1 Weapons of Influence	
		10/14	Wed		PSVT Ch13 Visual Aids	Finalize speech topic
10		10/19	Mon		IJsselsteijn, van Baren, & van Lanen (2003)	
		10/21	Wed		Hartmann & Goldhoorn (2011)	(Peer feedback)
11	Speech day	10/26	Mon			Sensory aid speech
	Speech day	10/28	Wed			Sensory aid speech; 10/30 (Fri) Recorded speech upload; 10/30 (Fri) Speech Journal
12	Speech day	11/2	Mon			11/2 (Mon) 12pm Q&A question comment; Q&A
		11/4	Wed	Special Occasion Speech & Course Wrap-Up	PSVT Ch17 Special Occasion Speaking; *Watch: Dartmouth. (2011) “Conan O'Brien Delivers Dartmouth's Commencement Address”: https://youtu.be/ELC_e2QBQMk	
13	(course evals)	11/9	Mon			Finalize speech topic (Peer feedback)
	Speech day	11/11	Wed			Special occasion speech; 11/13 (Fri) Extra Credit Assignments
Study days		11/14–11/16	Sat–Mon			
Finals week		11/17–11/24	Tue–Tue			(11/18 (Wed) Peer feedback); 11/23 (Mon) Final Paper

NOTE: USC Registration Calendar

*The below is a list of dates **bolded** in the USC Fall 2020 registration calendar. For full information, see: <https://classes.usc.edu/term-20203/calendar/>

Aug. 21 Last day to register and settle without late fee for Session 001

Sept. 4 Last day to register and add classes for Session 001; Last day to change enrollment option to Pass/No Pass or Audit for Session 001; Last day to drop a class and receive a refund to avoid a mark of “W” on student record and STARS report; Last day to purchase or waive tuition refund insurance for fall

Oct. 2 Last day to drop a course without a mark of “W” on the transcript only—mark of “W” will still appear on student record and STARS report and tuition charges still apply [*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges]; Last day to change a Pass/No Pass course to letter grade.

Nov. 6 Last day to drop a class with a mark of “W” for Session 001

***2020-2021 USC academic calendar is accessible at:*

<https://academics.usc.edu/calendar/academic-calendar-2020-2021/>

VIII. Policies and Procedures

Instructor Communication

Announcements. Key information about the course (e.g. dates, breakdown of grade) is outlined in the syllabus. Any additional instructions will be made available on Blackboard. Please check Blackboard often for announcements.

Office hours and appointments. You are welcome to attend my office hours (M 3:30-4:30 pm). You do not need to contact me in advance for office hours; drop-ins are welcome. However, *appointments can be made in advance and will be prioritized.* I encourage you to reach out to me if you wish to reserve a 15-20-minute slot. Student visits tend to increase around deadlines. In order to accommodate to the volume of requests, office hours may be temporarily adjusted during these periods. Office hours are preferred but appointments can be made outside of office hours as well. If this is the case, please contact me *reasonably ahead of time*, such as at least three to five working days before your desired meeting day. Please include some information on your availability and your time zone so we can coordinate.

Email. Please feel free to contact me via email (doownkim@usc.edu) if you have any comments or questions about class content, general inquiries, or requests. If you do not receive a response within *two (2) working days* (Mon–Fri), please resend your email.

Technology Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Being an online course, your mindful use of technology is integral to the success of the course. Please use laptops and other technologies for purposes relevant to the class. As public speaking involves both verbal and bodily communication, your device should have, or be supported by external devices that have reasonable microphone and camera capabilities in addition to standard input and output systems. In this class, active participation is welcome and encouraged. When you are speaking, please double-check your sound environment and please mute your microphone when you are done speaking. To familiarize students with public speaking environments and to promote a sense of community, you are asked to turn on camera in class. Please choose appropriate clothing and background. *Video will be required on speech days.*

Please refer to the Annenberg Digital Lounge (<http://www.annenbergdl.org/>) and USC Information and Technology Services (<https://itservices.usc.edu/>) for more information and resources.

Synchronous Session Recording Notice

Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.

Academic Integrity Policy

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

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 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.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

Going back to Campus

Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person. This will happen only by following the strictest health guidelines and safety protocols. These are listed in the Trojans Return page. Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.

Emergency Preparedness

See the university's site on Campus Safety and Emergency Preparedness (<https://safety.usc.edu/>) for information on USC's emergency procedures. Also refer to the university's site on Emergency Information (<http://emergency.usc.edu>).

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

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

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

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

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

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 / Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

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.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

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.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu

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

Diversity at USC - (213) 740-2101
diversity.usc.edu

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.

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

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.

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

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

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.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

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.

(Last updated on: 8/13/2020)