



## **COMM 385: Organizational Communication 4 Units**

**Fall 2020 – Tuesday, Thursday – 2:00-3:20 PM**

**Section:** 20590

**Location:** Zoom Meetings found at [blackboard.usc.edu](https://blackboard.usc.edu)

**Instructor: Dr. Marlon Twyman**

**Office:** Zoom Office Hours Link in Blackboard

**Office Hours:** 3:30-4:30 PM PST on Thursdays, or by appointment

**Contact Info:** [marlontw@usc.edu](mailto:marlontw@usc.edu)

### **I. Course Description**

Organizations hold paramount importance in society. Within them, people communicate with others to navigate the rules and norms embedded within their organizational environment. To succeed in an organization, one must recognize the value of communication as the process responsible for conducting formal and informal interactions.

This course introduces numerous topics to describe the internal functioning of organizations. There are four sections of course instruction:

1. Fundamentals of Organizing
2. Infrastructure for Organizational Communication
3. Organizational Environment
4. Interpersonal Relationships and Dynamics at Work

Students will learn about concepts related to governing and controlling human behavior in large social settings. Through individual writing assignments, presentations, and group collaboration, students will interrogate organizational scholarship. By the end of the semester, students will have exposure to many aspects of organizational communication and strategies for social engagement in organizations.

## II. Student Learning Outcomes

To provide a set of skills for students to engage in effective organizational communication, the course is designed to achieve the following learning objectives:

1. Develop a work schedule to facilitate time management
2. Summarize and interpret published research articles
3. List strategies to facilitate effective organizational communication
4. Describe different social interactions in organizations
5. Evaluate a course topic as part of group-based learning
6. Create a report to synthesize and communicate impressions from the course

## III. Required Readings and Supplementary Materials

### Google Drive Link to Readings:

<https://drive.google.com/drive/folders/1em3dJSM51kxQlXADbxSexR67T2zKbVab?usp=sharing>

### Textbooks

Schein, E. H. (2010). *Organizational Culture and Leadership* (4th ed.). Jossey-Bass.

- Access through USC Libraries for Free:  
[https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/hs9vaa/alma991023008169703731](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991023008169703731)
- Chapters 1 and 2 shared with Google Drive link

Yates, J. (1993). *Control Through Communication: The Rise of System in American Management* (Vol. 6). JHU Press.

- Access through USC Libraries for Free:  
[https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/hs9vaa/alma991042454736703731](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991042454736703731)
- Introduction and first three chapters shared with Google Drive link

### Weekly Articles

Selected research articles and business press articles shared with Google Drive link

### Software

Given that instruction will be virtual, please plan to use the following software technologies **freely** available through USC

- Blackboard: [blackboard.usc.edu](https://blackboard.usc.edu)

- Links to Zoom Meetings and Recordings for class instruction
  - Homework and Final Paper Submissions
  - Email Announcements
- Google Drive
  - Archive of reading materials
- Google Drive OR Microsoft Office 365: <https://software.usc.edu/free-to-campus/>
  - For preparation of homework assignments and final
- Adobe Creative Cloud: <http://www.annenbergdl.org/adobe/>
  - For PDF reading and editing
  - Other media editing software that may be of interest
- Slack: <https://keepteaching.usc.edu/tools/slack/>
  - For course communication and collaboration
- Citation Manager: RefWorks, Zotero, or Mendeley. EndNote available through USC
  - To cite any references used in writing assignments

#### **IV. Description and Assessment of Assignments & Assignment Submission Policy**

Given the virtual learning format includes both synchronous and asynchronous components, weekly class participation will be the submission of weekly reading reflection memos and weekly questions posted to the class discussion board in Blackboard. The course requires completion of the following assignments:

#### **Weekly**

- **Weekly Reading Reflection Memo:** Students will need to produce a 1-to-2-page, double-spaced (250-500 word) memo for **one** of the “long readings” each week.
  - A “long reading” will be denoted with **LONG** in front of the title when listed on the weekly schedule below. Given the length of the “long readings,” students are only expected to read one of their choosing and skim the other “long readings” for the week.
- **Weekly Discussion Questions:** After lectures and readings in a given week, questions about the topic will arise. Each student is expected to post at least two questions about course material (readings or lecture) to the Weekly discussion board in Blackboard. Dr. Twyman will acknowledge some questions during scheduled lecture time or by posting replies directly to the discussion board.

#### **Group Collaboration**

- **Team Project:** Working in groups is a standard part of organizational life. The course requires that students work together to create deliverables related to one of the weekly course topics in Sections 3 and 4. For the week of the assigned team project, group members are excused from the Weekly Reading Reflection Memo and Weekly Discussion Questions. For example, the team responsible for “Negotiation” week will submit their team project instead of the memo and discussion questions, unlike the other students. The rest of the class will be expected to watch/read the materials created by the other groups.
  - **Presentation:** The group will record a presentation on the select class topic using either Zoom or VoiceThread (see <https://annenberg.usc.edu/faculty-and-staff-resources/online-teaching-and-learning-resources-annenberg#zoom-blackboard-voicethread>)
    - Between 15 and 20 minutes long
    - Voice narration by at least 2 team members is required
    - Share the link with Dr. Twyman, who will forward to the class after review
  - **Report:** The group will write a 2-to-3-page, double-spaced (500-750 word) report on the course topic. The report will include the following sections: Definition, Description of Topic, Organizational Examples of Topic, and Challenges Associated with Topic.
    - References are expected; page length does not include references
    - Referencing readings outside of the course readings is encouraged
    - Please upload to Google Drive and share the link (with Commenting allowed) with Dr. Twyman, who will forward to the class after review
  - **Project Management Summary:** The group will write a 1-to-2-page, double-spaced (250-500 word) description of collaboration.
    - The names and contributions of each member
    - Include the number of meetings
    - The technologies used to coordinate and communicate
    - Describe if the collaboration was synchronous, asynchronous, or a mixture of both (include an estimated percentage)

- Positive experiences
- Areas for improvement
- Please upload to Google Drive and share the link (with Commenting allowed) with Dr. Twyman

### **Time Management and Organization**

- **Semester Work Schedule for Typical Week:** At the start of the semester, students will provide their anticipated time commitment towards the course.
  - Indicate if you will be watching lectures synchronously or asynchronously
  - Please provide the time zone in which you will be located for the semester
  - For all seven days of the week, indicate how much time is expected to be spent attending lecture, watching recorded lectures, and doing homework
  - Include specific time windows for the activities
  - The work schedule will be essential when collaborating in groups and will help coordination to accomplish the shared goal of creating the deliverables
  - Given that the course is 4 Units, plan to spend 8 hours on the course outside of lecture time

### **Final Assignment**

- **Personal Course Summary:** During Finals Week, you will submit a 4-to-6-page, double-spaced (1,000-1,500 word) synthesis of the course.
  - The personal summary can cover any combination of course topics
  - The summary will include the following sections: Topics of Relevance, Challenging Topics, Personal Workload Assessment, and Applications for Personal Development
    - **Topics of Relevance:** Brief summaries of the course topics that were of greatest interest and why the topics resonated
    - **Challenging Topics:** Descriptions of at least two topics that present challenges for organizations to implement. Offer personal opinions for why organizations may struggle with these topics.
    - **Personal Workload Assessment:** A brief description of how closely your workload matched your “Semester Work Schedule for Typical Week.” Was your initial schedule accurate? Why or why

not? Where did it deviate from expectations? Overall, did your final work schedule work better or worse than your planned schedule?

- **Applications for Personal Development:** Select two topics and explain how they may help your continued development. What steps will you take to continue learning about the topics over time (e.g., other courses, reading, following blogs, etc.)?
  - Students can begin working on their summaries before Finals Week.

## V. Grading

### a. Breakdown of Grade

| Assignment                                | Points       | % of Grade  |
|---|--------------|-------------|
| Weekly Reading Reflection Memo (10 total) | 300          | 30          |
| Personal Course Summary                   | 200          | 20          |
| Team Project-Presentation                 | 150          | 15          |
| Team Project-Report                       | 150          | 15          |
| Team Project-Project Management Summary   | 50           | 5           |
| Semester Work Schedule for Typical Week   | 100          | 10          |
| Weekly Discussion Questions (10 total)    | 50           | 5           |
| <b>TOTAL</b>                              | <b>1,000</b> | <b>100%</b> |

### b. Grading Scale

|                |                |                |
|----------------|----------------|----------------|
| 94 to 100%: A  | 80% to 83%: B- | 67% to 69%: D+ |
| 90% to 93%: A- | 77% to 79%: C+ | 64% to 66%: D  |
| 87% to 89%: B+ | 74% to 76%: C  | 60% to 63%: D- |
| 84% to 86%: B  | 70% to 73%: C- | 0% to 59%: F   |

### c. Grading Standards

| Letter Grade | Description   |
|--------------|---|
| A            | Excellent; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.  |
| B            | Good; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.                             |
| C            | Satisfactory/Fair; reasonable knowledge and understanding of subject matter; despite any shortcomings, demonstrates basic level of understanding. |
| D            | Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming.   |
| F            | Failing; unacceptably low level of knowledge and understanding of subject matter.   |

### d. Grading Timeline

#### Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments. Therefore, every attempt will be made to grade assignments and post grades within two weeks. Scores for all assignments are regularly updated on Blackboard. A Blackboard Announcement will notify the students when grades are posted. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. If you fail to inquire/notify the professor 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.

### VI. Course Schedule: A Weekly Breakdown

**Important note to students:** 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.

## Course Overview

### Week 1: 8/17-8/21

#### Topics: Syllabus Explanation & Introduction to Organizational Communication

##### Readings:

1. COMM 385 Syllabus
2. Yates, J. (1993). Introduction. pp. xv-xx.
3. **LONG:** Yates, J. (1993). Chap. 1. pp. 1-20.

##### Assignments Due:

1. Saturday (8/22): Post Week 1 Questions (Ungraded practice)

## Section 1: Fundamentals of Organizing

### Week 2: 8/24-8/28

#### Topics: Time and Awareness at Work

##### Readings (only read one **LONG** paper and skim the other):

1. **LONG:** Feldman, E., Reid, E. M., & Mazmanian, M. (2020). Signs of Our Time: Time-Use as Dedication, Performance, Identity, and Power in Contemporary Workplaces. *Academy of Management Annals*, 14(2), 598–626. <https://doi.org/10.5465/annals.2018.0148>
2. **LONG:** Gutwin, C., & Greenberg, S. (2002). A Descriptive Framework of Workspace Awareness for Real-Time Groupware. *Computer Supported Cooperative Work (CSCW)*, 11(3), 411–446. <https://doi.org/10.1023/A:1021271517844>

##### Assignments Due:

1. Tuesday (8/25): “**Semester Work Schedule for Typical Week**” Assignment
2. Saturday (8/29): Post Week 2 Questions

### Week 3: 8/31-9/4

#### Topics: Organizational and Work Design

##### Readings:

1. **LONG:** Anderson, C., & Brown, C. E. (2010). The functions and dysfunctions of hierarchy. *Research in Organizational Behavior*, 30, 55–89. <https://doi.org/10.1016/j.riob.2010.08.002>
2. Parker, S. K., Andrei, D., & Van den Broeck, A. (2019). Why Managers Design Jobs to Be More Boring Than They Need to Be. *Harvard Business Review Digital Articles*, 2–8.
3. Simons, R. (2005). Designing High-Performance Jobs. *Harvard Business Review*, 83(7/8), 54–62.



Assignments Due:

1. Wednesday (9/2): “**Weekly Reading Reflection Memo**” Assignment for Week 2
2. Saturday (9/5): Post Week 3 Questions

**Section 2: Infrastructure for Organizational Communication**

**Week 4: 9/7-9/11**

**Topic: Communication Technologies**

Readings:

1. **LONG:** Yates, J. (1993). Chap. 2. pp. 21-64.

Assignments Due:

1. Wednesday (9/9): “**Weekly Reading Reflection Memo**” Assignment for Week 3
2. Saturday (9/12): Post Week 4 Questions

**Week 5: 9/14-9/18**

**Topic: Genres in Organizations**

Readings:

1. **LONG:** Yates, J. (1993). Chap. 3. pp. 65-100.

Assignments Due:

1. Wednesday (9/16): “**Weekly Reading Reflection Memo**” Assignment for Week 4
2. Saturday (9/19): Post Week 5 Questions

**Section 3: Organizational Environment**

**Week 6: 9/21-9/25**

**Topic: Strategy**

Readings:

1. Ovans, A. (2015). What Is Strategy, Again? *Harvard Business Review Digital Articles*, 2–5.
2. **LONG:** Porter, M. E. (1996). What Is Strategy? *Harvard Business Review*, 74(6), 61–78.

Assignments Due:

1. Wednesday (9/23): “**Weekly Reading Reflection Memo**” Assignment for Week 5
2. Saturday (9/26): Post Week 6 Questions

**Week 7: 9/28-10/2**

**Topic: Organizational Culture (Available for Team Project)**

Readings:

1. Schein, E. H. (2010). Chapter 1
2. Schein, E. H. (2010). Chapter 2
3. **LONG:** Srivastava, S. B., Goldberg, A., Manian, V. G., & Potts, C. (2017). Enculturation Trajectories: Language, Cultural Adaptation, and Individual Outcomes in Organizations. *Management Science*, 64(3), 1348–1364. <https://doi.org/10.1287/mnsc.2016.2671>

Assignments Due:

1. Wednesday (9/30): “**Weekly Reading Reflection Memo**” Assignment for Week 6
2. Saturday (10/3): Post Week 7 Questions

**Week 8: 10/5-10/9**

**Topic: Diversity and Inclusion (Available for Team Project)**

Readings:

1. Marken, A. The Best Organizational Team Has Complete Diversity. <https://www.cacm.acm.org/blog/best-organizational-team-has-complete-diversity/>
2. Prabhakar, K., Lamar, K., & Shaikh, A. “Innovating for all: How CIOs can leverage diverse teams to foster innovation and ethical tech” <https://www2.deloitte.com/us/en/insights/topics/value-of-diversity-and-inclusion/diversity-and-inclusion-in-tech/fostering-innovation-ethical-technology.html>
3. **LONG:** Reagans, R., & Zuckerman, E. W. (2001). Networks, Diversity, and Productivity: The Social Capital of Corporate R&D Teams. *Organization Science*, 12(4), 502–517. <https://doi.org/10.1287/orsc.12.4.502.10637>
4. Sherbin, L., & Rashid, R. (2017). Diversity Doesn’t Stick Without Inclusion. *Harvard Business Review Digital Articles*, 2–5.

Assignments Due:

1. Wednesday (10/7): “**Weekly Reading Reflection Memo**” Assignment for Week 7
2. Saturday (10/10): Post Week 8 Questions

**Week 9: 10/12-10/16**

**Topics: Toxicity and Incivility (Available for Team Project)**

Readings (only read one **LONG** paper and skim the other):

1. **LONG:** Cortina, L. M. (2008). Unseen Injustice: Incivility as Modern Discrimination in Organizations. *Academy of Management Review*, 33(1), 55–75. <https://doi.org/10.5465/amr.2008.27745097>
2. **LONG:** Kahn, W. A., & Rouse, E. D. (2020). Navigating Space for Personal Agency: Auxiliary Routines as Adaptations in Toxic Organizations. *Academy of Management Journal*. <https://doi.org/10.5465/amj.2019.0880>

Assignments Due:

1. Tuesday (10/13): **Team Project** for “Organizational Culture”
2. Wednesday (10/14): “**Weekly Reading Reflection Memo**” Assignment for Week 8

3. Saturday (10/17): Post Week 9 Questions

#### **Section 4: Interpersonal Relationships and Dynamics at Work**

**Week 10: 10/19-10/23**

**Topic: Leadership (Available for Team Project)**

Readings:

1. **LONG:** DeRue, D. S., & Ashford, S. J. (2010). Who will Lead and Who will Follow? A Social Process of Leadership Identity Construction in Organizations. *Academy of Management Review*, 35(4), 627–647. <https://doi.org/10.5465/amr.35.4.zok627>
2. **LONG:** Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. *The Leadership Quarterly*, 25(1), 83–104. <https://doi.org/10.1016/j.leaqua.2013.11.007>
3. Watson, C. M. (2004). Don't Blame the Engineers: To better manage technology, a generalist must know it well enough and challenge it often enough to truly understand its potential risks and rewards. *MIT Sloan Management Review*, 45(2), 26–29.

Assignments Due:

1. Tuesday (10/20): **Team Project** for “Diversity and Inclusion”
2. Wednesday (10/21): “**Weekly Reading Reflection Memo**” Assignment for Week 9
3. Saturday (10/24): Post Week 10 Questions

**Week 11: 10/26-10/30**

**Topic: Power and Status (Available for Team Project)**

Readings (only read one **LONG** paper and skim the others):

1. **LONG:** Magee, J. C., & Galinsky, A. D. (2008). Social Hierarchy: The Self-Reinforcing Nature of Power and Status. *Academy of Management Annals*, 2(1), 351–398. <https://doi.org/10.5465/19416520802211628>
2. **LONG:** Mechanic, D. (1962). Sources of Power of Lower Participants in Complex Organizations. *Administrative Science Quarterly*, 7(3), 349–364. JSTOR. <https://doi.org/10.2307/2390947>
3. **LONG:** Pfeffer, J., & Moore, W. L. (1980). Power in University Budgeting: A Replication and Extension. *Administrative Science Quarterly*, 25(4), 637-653. <https://doi.org/10.2307/2392285>

Assignments Due:

1. Tuesday (10/27): **Team Project** for “Toxicity and Incivility”
2. Wednesday (10/28): “**Weekly Reading Reflection Memo**” Assignment for Week 10
3. Saturday (10/31): Post Week 11 Questions

**Week 12: 11/2-11/6**

**Topic: Negotiation**

Readings:

1. **LONG:** Adair, W. L., & Brett, J. M. (2005). The Negotiation Dance: Time, Culture, and Behavioral Sequences in Negotiation. *Organization Science*, 16(1), 33–51. <https://doi.org/10.1287/orsc.1040.0102>
2. Lax, D. A., & Sebenius, J. K. (2003, November 1). 3-D Negotiation: Playing the Whole Game. *Harvard Business Review*. <https://hbr.org/2003/11/3-d-negotiation-playing-the-whole-game>
3. Pruitt, D. G., & Lewis, S. A. (1975). Development of integrative solutions in bilateral negotiation. *Journal of Personality and Social Psychology*, 31(4), 621–633. <http://dx.doi.org.libproxy2.usc.edu/10.1037/0022-3514.31.4.621>

Assignments Due:

1. Tuesday (11/3): **Team Project** for “Leadership”
2. Wednesday (11/4): “**Weekly Reading Reflection Memo**” Assignment for Week 11
3. Saturday (11/7): Post Week 12 Questions

**Week 13: 11/9-11/13**

**Topic: Social Networks, Relationship Management, and Networking**

Readings (only read one **LONG** paper and skim the other):

1. **LONG:** Bensaou, B. M., Galunic, C., & Jonczyk-Sédès, C. (2013). Players and Purists: Networking Strategies and Agency of Service Professionals. *Organization Science*, 25(1), 29–56. <https://doi.org/10.1287/orsc.2013.0826>
2. **LONG:** Casciaro, T., Gino, F., & Kouchaki, M. (2014). The Contaminating Effects of Building Instrumental Ties: How Networking Can Make Us Feel Dirty. *Administrative Science Quarterly*, 59(4), 705–735. <https://doi.org/10.1177/0001839214554990>
3. Krackhardt, D., & Hanson, J. R. (1993, July 1). Informal Networks: The Company Behind the Chart. *Harvard Business Review*, July–August 1993. <https://hbr.org/1993/07/informal-networks-the-company-behind-the-chart>

Assignments Due:

1. Tuesday (11/10): **Team Project** for “Power and Status”
2. Wednesday (11/11): “**Weekly Reading Reflection Memo**” Assignment for Week 12
3. Saturday (11/14): Post Week 13 Questions

**Finals Week: 11/17-11/24**

Assignments Due:

1. Tuesday (11/17): “**Personal Course Summary**” Assignment

## **VII. Policies and Procedures**

### **Attendance policy**

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. Note that university guidelines dictate that faculty should only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone.

### **Late Assignment Policy**

To accommodate unexpected interruptions and time zone differences for students in the course, the standard late policy is a five-day, penalty-free extension **as long as students notify Dr. Twyman via email request for extension before the deadline**. The email subject should read "COMM 385 [STUDENT'S FULL NAME] requests extension for [INSERT ASSIGNMENT NAME]"

**Assignments that are submitted late without permission** will lose 10% per day until the assignment is one week late; at which point, the assignment will be marked as 0%.

### **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.

### **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.

### **Participation**

Participation is part of your grade. The current modality of teaching includes synchronous and asynchronous lessons, assignments, exercises, and evaluation processes, and each affords different types of participation. In a synchronous zoom environment, when proper, participation is synchronous. This may include talking, when appropriate, during a zoom meeting, or using the chat function to generate or participate in discussions. Blackboard offers different types of participation, including participating in forums and completing asynchronous assignments.

The distant nature of these learning environments may prompt us to forget that we are a community and that each of us and our ideas deserve respect. For this reason, it is imperative that you remember to **respect the opinion of others**, regardless of how much you disagree.

### **Zoom Etiquette and Online Interaction:**

- Although you are not obligated to turn your camera on, we highly recommend it. Please wear **appropriate clothing**. Please keep your **microphone off** during zoom class, except when you're asked to unmute for discussion or questions. Please use **appropriate backgrounds**.
- Students are expected to treat one another professionally and with respect.
- To foster an inclusive environment during collaboration, please expect other students to put forth their best efforts and be understanding of other students' priorities, obligations, and responsibilities. Please give each other time to reply to messages and email.

### **Additional Policies**

#### **Communication with Dr. Twyman**

##### **Slack/Email:**

- Please use Slack as the primary means to communicate general questions and feedback to Dr. Twyman. The Weekly Discussion Questions are required to be posted to Blackboard for grading purposes but asking questions in Slack is encouraged.

- For extensions, accommodations, and emergencies, please email Dr. Twyman. Expect responses **within** two business days, if not sooner. Emails sent on the weekend will be replied to no later than Tuesday of the following week.

**Zoom Office Hours:**

- Dr. Twyman will hold Zoom Office Hours using the link provided on Blackboard. Please remain in the waiting room if there is another student in the office hours. Office Hours will also be held by appointment scheduled via email correspondence.

**Statement on Academic Conduct and Support Systems**

**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](http://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](http://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.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on **Campus Safety and Emergency Preparedness**.

**Support Systems:**

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

[studenthealth.usc.edu/counseling](http://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](http://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 “o” after hours – 24/7 on call* [studenthealth.usc.edu/sexual-assault](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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](http://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](http://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](http://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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://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.