**Psychology 336L: Developmental Psychology. Fall, 2020**

TuTh 3:30–5:20 PM ONLINE

**INSTRUCTOR: Dr. Vita Droutman *Office***: SGM 614 ***Office hours***: on Zoom at the end of Thur class meeting or by appointment, ***e-mail***: droutman@usc.edu

**TA:** **Dr. Lucas Carden** lcarden@marshal.usc.edu

**PREREQUISITE:** Psych 100 or instructor’s permission

**Course Description**

I have designed Psychology 336L as an overview of the exciting field of developmental psychology. The course emphasizes typical physical development, cognitive development and social/emotional development from birth to age 18 years. Variations from typical development will also be presented. The course covers the major theories of development, research methods used in the study of children, and classic as well as contemporary research studies. You will apply concepts from the course in the process of raising a virtual child and write four 4-page reports.

**This is a fully online course.** My plan for this class is that you will read, study and take quizzes in the textbook online. Lectures will be pre-recorded and available on Bb at least by Monday morning of each week. Every week there will be 1 class meeting on Zoom (usually on Thursday). I will start each Zoom session by answering any questions you may have about the material or assignments. In the second half of the class session, you will be asked to apply concepts from the course to a case study, an observational video of children, a social policy issue, or a real-world problem facing families and children. Every 3 weeks, we will hold a short “in-class” quiz scheduled to start at the beginning of Tuesday class.

Please refer to this USC resource for help with Blackboard or Zoom: [Technical Blackboard and Zoom Assistance](https://keepteaching.usc.edu/get-help/)

**It Is Your Responsibility To Read This Syllabus**

Please note that this syllabus lists all of the key course requirements. **You are responsible for knowing the contents of the syllabus.** If you have a question about course requirements, read the syllabus first before contacting me or the TA. Important announcements (usually reminders, but occasionally changes to the course schedule) will always be posted on Blackboard, emailed to you, and mentioned in class. **You are responsible for any material posted** on Blackboard and should periodically check your email and the Blackboard site to succeed in this class.

**Learning Objectives and Outcomes**

At the end of the course, you will:

1) *Have learned the basic theories and findings* that form the foundation for the modern science of child and adolescent development through reading and participation in class.

**2)** *Have engaged in critical thinking about child and adolescent development* by analyzing, comparing and applying theories and research findings in the field, and by raising and writing about a virtual child online (see *My Virtual Child* Assignment section).

**3)** *Understand and appreciate cultural differences and other aspects of diversity affecting child development* by reading, thinking and writing about the diverse environments in which children grow up.

**4)** *Have improved your ability to observe and analyze children’s behavior* through *My Virtual Child* and utilizing classroom video and discussion/writing activities.

**Course Materials:**

The required textbook is **Manis, F. (2020). *The dynamic child*, *second edition.* Hoboken, NJ.: Pearson.** You will be using this interactive digital text, which includes readings, quizzes and the *My Virtual Child* assignment, through a link in the Contents folder of your Blackboard course. The textbook is presented in Pearson’s Revel, which is an online learning system. ***To find out how to pay for and access the online textbook***, follow the instructions at the end of the syllabus, called: “Accessing Course Materials and Description of *The Dynamic Child* Online Learning System.”

**Description of Assignments**

**Reading Assignments**

Required reading is 14 chapters of *The Dynamic Child, second edition*. The features of the online book are described under “Description of *The Dynamic Child* Online Learning System.” The text covers development from birth to age 18-20, and provides study/review applications, quizzes with feedback, many video examples of child behavior, and optional video exercises called “Observing the Dynamic Child”. It also contains *My Virtual Child*, a simulation created in 2006 that was updated in 2020. The features of the online book and how to purchase it are described in the document “Accessing Course Materials and Description of *The Dynamic Child* Online Learning System” posted on Blackboard in the Contents folder for the class.

**Quizzes (262 points / 52.4% of the grade)**

***Module quizzes (total value: 42 points / 8.4%* of class grade*)***

Chapters in *The Dynamic Child* are divided into modules. Take a module quiz at the end of each module (4 to 8 questions) that provides feedback on correct and incorrect answers. The quizzes due an hour before Thursday class start (exception: Chapter 1 quizzes due Sunday 8/23 11:30pm). Module quizzes are available a week before they are due and are not timed. They are essentially open-book quizzes.

These quizzes allow you to check your understanding of key points in the reading. Each question has a starting value of 3 points, if you need a second, third or fourth attempt to get it correct, the value drops to 2, 1 and finally 0 points. Module quizzes are worth from 12 to 24 points in Revel. I will divide the module quiz scores by 20 to get the actual quiz score. There are 282 questions in all, I will drop 2 lowest scores, and the total number of possible points is 42.

***Chapter quizzes (total value: 70 points / 14%* of class grade*):***

You will take a 20-question online multiple-choice quiz at the end of each chapter. The quizzes due an hour before Thursday class start (exception: Chapter 1 quizzes due Sunday 8/23 11:30pm). Chapter quizzes are available a week before they are due and are not timed. They are also open-book quizzes.

Each question has a starting value of 5 points if you get it correct the first time. If you miss a question, you get additional attempts, with the value dropping to 4, 3 and finally 2 points. Chapter quizzes are each worth 100 points in Revel. I will divide the chapter quiz score by 20 to get the actual quiz score. For example, if you scored 85 on a quiz, the score entered in the gradebook would be 4.25. The total value of chapter quizzes is 14 x 5= 70 points.

***\*\*Don’t wait until the last minute to take online module or chapter quizzes as your internet connection or Pearson’s Revel may be temporarily down.*** ***To guard against this, document when you started the quiz with a screenshot showing the time on your computer screen, and the first item of the quiz. Also, screenshot any error messages you get. We will investigate, and if the Pearson server was down, we will give you an extra day or so to finish the online quizzes.***

**“In-Class” Quizzes (total value: 150 points - 30% of class grade)**

There are five in-class quizzes. The first four are held on a Tuesday at the beginning of class period and the fifth during the final exam period. Each quiz has 30 multiple-choice questions and worth 30 points. Each quiz is presented on Blackboard during 1st hour of the class time (3:30-4:30 PM, PST). Once you start you will have 45 minutes to complete it. The quiz is open book, but it is not practical for you to answer 30 questions in 45 minutes if you have not studied in advance. The majority of the questions will be require applying your knowledge so don’t rely on googling during the quiz will not get you far. You should be ready for the quizzes if you keep up with the work in the class.

The final quiz will consist of 30 questions from chapters 13-15. The procedure for taking the final quiz will be the same as the other quizzes (go on Blackboard, open the exam, complete it within the 1-hour final exam period, open-book format, questions of moderate difficulty).

***If you are located in a different time zone so that the class time falls between 9pm and 8am – you will be able to take “In-Class” quizzes during a custom time window. Email Dr. Droutman your location, time difference and the custom time will be arranged for you for the semester.***

**Virtual Child Assignment (total value: 125 points – 25% of class grade)**

One of the most exciting aspects of the course is that you get to raise a virtual child online. You answer a personality and abilities questionnaire, choose the features of your visual avatar, and your child will resemble you somewhat. The story of the child’s development is told through a series of vignettes. As the child’s parent you make various decisions at each age level in the child’s life. Over time, the child’s personality and abilities (determined by genes interacting with experience), the cumulative effects of your parenting choices, and random events that pop up in your family’s life will influence the child’s unique course of development. There are many possible pathways and outcomes of development. Each virtual child goes through some common developmental phases, but also has a unique combination of experiences, personality traits, abilities and skills that develop over time. Many students have provided feedback that *My Virtual Child* was fun and enhanced their learning of concepts in the course.

***Raising the Virtual Child (25 points – 5% of class grade)***

Entering the simulation is as simple as clicking a link within the Assignments screen in Revel. Revel saves your work whenever you stop, even if it is only partway. There are five dates by which you should have either created the child, or raised the child to a particular age level. Hitting those deadlines is worth 5 points each (**total: 25 points**). See the Class Calendar for exact dates. These points appear immediately on your Revel Assignments page but generally take a week to appear on Blackboard.

***Virtual Child Reports (100 points - 20% of class grade)***

There are four written reports, worth 25 points each, corresponding to the periods of Infancy and Toddlerhood, Early Childhood, Middle Childhood, and Adolescence. You’ll write answers to your choice of four questions (**6.25 points** each) per report. Answers should be less than a page in length, double-spaced, and the report length about 4 pages. The instructions for each report are posted in the Assignments folder on Blackboard. Basically, a good answer demonstrates understanding of concepts and provides support for the points you make by describing parenting choices, child behaviors, and child test reports and grades in school.

Turn the report in on Blackboard by 1130 PM on the date it is due. Reports can be turned in up to two weeks before the due date. The Class Calendar has specific due dates.

You’ll notice that the online textbook has “Thinking about Your Virtual Child” activities with blanks for writing answers. These questions are similar to those provided in the reports, ***but you should leave them blank***. Instead, use only the questions provided in the reports.

**In-Class Group Discussions/Writing Assignments (GDWA) (63 points – 11.6% class grade)**

Every week during Thursday class you will work in a small groups on a project/writing assignment. We will use zoom breakout group functionality so the group assignment will be random. The purpose of these assignments is to encourage you to extend and apply material from the textbook chapter and the day’s lecture to a challenging research or practical problem that would benefit from multiple perspectives, including that of the instructor and TA. The assignments will be posted on Blackboard on the preceding Friday in case you want to prepare for the next week’s class sessions.

For example, in week 3 (chapter 4), you might be asked “How Much Can We do to Facilitate a Baby’s Brain Development?” In Zoom breakout groups of 3-4 students, you download the instructions during class time from Blackboard. You work as a team to view information from the internet on products designed to stimulate infant brain development, such as “Brainy Babies” or “Baby Einstein.” You critically evaluate these products based on what you’ve learned about infant brain development from the text and lecture and write an essay that makes at least three well-supported points or assertions.

The first and last names of each member of your breakout group should be written down on a Microsoft Word or Google Doc document. One member of the group will agree to upload it to a specific assignment link on Blackboard and the TA will assign credit to all individuals in the groups that turned in the assignment. These assignments are expected to be completed by the end of class.

The TA and I will join the breakout groups to facilitate discussion and to note some good points to bring up in class.

If you are unable to complete the GDWA assignment during the class session due to illness, lack of internet access, family responsibility, etc., you can view the video and transcript of the lectures, as well as the Powerpoint slides, and then complete the GDWA assignment individually and turn it in by Friday on Blackboard. If you do not turn in a missing assignment by 11:30 PM, PST on Friday, you’ll receive 0 points.

1st-week assignment will be slightly larger and will be worth 8 points, each of the rest 12 assignments worth 5 points. We will drop the lowest grade from these 12 assignments (so you can miss one without penalty).

**Online Discussions / Writing (50 points – 10% of class grade)**

Every week starting week 2 you will either complete individual short writing assignment or participate in an online discussion. For the online discussion you will need to post one open-ended question related to the week material by Thursday night (11:30pm) and answer 2 questions by the end of Sunday night (11:30pm). These are graded essentially Pass/Fail. You get full credit (2 points for a question and 1.5 points for each answer) for writing something thoughtful, and 0 points for writing something irrelevant or off-target, or for missing the assignment. More details on what kind questions to ask and not to ask on Bb/Assignments/ Online discussion.doc.There will be 12 online discussion/writing assignments. I will drop 2 lowest grades (or you can skip 2 with no penalty, but I recommend to save those for the end as you never know what may come up). **There are no make-ups.**

**Grading Scale and Policies**

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| --- | --- | --- |
| **Assignment** | **Points** | **% of Grade** |
| **Revel 20-question Chapter Quizzes - *Revel provides 100 points for each quiz. Your total will be divided by 20 to yield a total possible score of 5 points.* 15 possible *(14 x 5 = 70 points possible)*** | **70** | **14.00%** |
| **Revel 4- to 8-question Module Quizzes. Revel provides from 20 to 32 points for each quiz. There are 258 total questions. Your total will be divided by 20 to yield a total possible score of 65 points on the module quizzes.** | **42** | **8.40%** |
| **"In-Class" r Quizzes (5 at a value of 30 points each)** | **150** | **30.00%** |
| **Raise MVC on time (5 at 5 points each)** | **25** | **5.00%** |
| **MVC Reports - 4 reports at 25 points each (4 questions per report x 6 points per question)** | **100** | **20.00%** |
| **Group discussions/writing assignments (12 possible, throw out 1 lowest/missing one). 11 *x 5 = 55 points*** | **55** | **11.00%** |
| **Online discussions/writing assignments (12 possible, throw out 2 lowest/missing ones). 10 *x 5 = 50 points*** | **50** | **10.00%** |
| **Vigotsky Research Assignment** | **8** | **1.60%** |
| **Total** | **500** | **100%** |

**Final Grades will be assigned according to the following point ranges:**

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| |  |  |  | | --- | --- | --- | | Points  Earned | Percent  Earned | Letter  Grade | | 539-580 | 93-100% | A | | 522-538 | 90-92.9% | A- | | 505-521 | 87-89.9% | B+ | | 481-504 | 83-86.9% | B | | 464-480 | 80-82.9% | B- | | 447-463 | 77-79.9% | C+ | | 423-446 | 73-76.9% | C | | 406-422 | 70-72.9% | C- | | 389-405 | 67-69.9% | D+ | | 365-388 | 63-66.9% | D | | 348-364 | 60-62.9% | D- | | <348 | <60% | F | |

**Class Calendar** (any revisions will be in written form & posted on Blackboard)

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topics** | **In-Class Activities** | **Required readings, online quiz & MVC due dates** |
| **Wk 1** | 8/18      8/20 | Introduction to this course;  Ch 1: Study of Child & Adolescent Development  Ch 1 continued | Live zoom meeting      Vigotsky Group Research Activity | Ch 1 (complete Revel quizzes by 8/23 11:30 PM)  Post reports summarizing your Vigotsky Research Plan in Online Discussion Forum by 8/23 11:30pm  ***Extra Credit Opportunity***: review and critic (constructively) other group’s Vigotsky report and post feedback in the online forum by 8/30 |
| **Wk 2** | 8/25      8/27 | Ch 2: Heredity and Environment | Group Discussion Writing Assignment (GDWA) #1 | Ch 2 (complete Revel quizzes by 8/27 2:30pm)    Ch 2 Revel Writing Assignment (instead of online discussion) due 8/30  ***Create your virtual child in Revel by 8/30 11:30 PM*** |
| **Wk 3** | 9/1        9/3 | Ch 4 Physical Development and Health in Infants and Toddlers | **Q1: Ch 1-2 In-Class Quiz (first hour)**    GDWA #2 | Ch 4 (complete Revel quizzes by 9/3 2:30pm).    Online discussion 1: Questions due 9/3, answers due 9/6 |
| **Wk 4** | 9/8        9/10 | Ch 5 Cognitive Development in Infants and Toddlers | GDWA #3 | Ch 5 (complete Revel quizzes by 9/10 2:30 PM)  ***Raise MVC to the age of 2 years by 9/10 2:30 PM***  Online discussion 2: Questions due 9/10, answers due 9/13 |
| **Wk 5** | 9/15      9/17 | Ch 6 Social and Emotional Development in Infants and Toddlers | GDWA #4 | Ch 6 (complete Revel quizzes by 9/17 2:30 PM)    Online discussion 3: Questions due 9/17, answers due 9/20  ***MVC Infancy report due on Blackboard by 9/20 11:30 PM*** |
| **Wk 6** | 9/22        9/24 | Ch 7 Physical Development & Health in Early Childhood    Ch 8 Cognitive and Language Development in Early Childhood | **Q2: Ch 4-5-6 In-Class Quiz**        GDWA #5 | Ch 7 (complete Revel quizzes by 9/24 2:30 PM)  ***Raise MVC to end of age 5 years by 9/24 2:30 PM***  Online discussion 4: Questions due 9/24, answers due 9/27 |
| **Wk 7** | 9/29        10/1 | Ch 8 Cognitive and Language Development in Early Childhood    Ch 9 Social and Emotional Development in Early Childhood | GDWA #6 | Ch 8 (complete Revel quizzes by 10/1 2:30 PM)    Online discussion 5: Questions due 10/1, answers due 10/3 |
| **Wk 8** | 10/6          10/8 | Ch 9 Social and Emotional Development in Early Childhood      Ch 10 Physical Development and Health in Middle Childhood | GDWA #7 | Ch 9,10 (complete Revel quizzes by 10/08 2:30 PM)  Online discussion 6: Questions due 10/8, answers due 10/11  ***MVC Early Childhood report due on Blackboard by 10/12***  ***11:30 PM*** |
| **Wk 9** | 10/13      10/15 | Ch 11 Cognitive Development in Middle Childhood | **Q3: Ch 7-8-9 In-Class Quiz**        GDWA #8 | Ch 11 (complete Revel quizzes by 10/15 2:30 PM)  ***Raise MVC to end of age 11 years by 10/15 2:30 PM***  Online discussion 7: Questions due 10/15, answers due 10/18 |
| **Wk 10** | 10/20      10/22 | Ch 12 Social and Emotional Development in Middle Childhood | GDWA #9 | Ch 12 (complete Revel quiz by 10/26 11:30 PM)  Online discussion 8: Questions due 10/22 answers due 10/25 |
| **Wk 11** | 10/27      10/29 | Ch 13 Physical Development and Health in Adolescence | GDWA #10 | Ch 13 (complete Revel quizzes by 10/29 2:30 PM)  Online discussion 9: Questions due 10/29 answers due 11/1  ***MVC Middle Childhood report due on Blackboard by 11/1***  ***11:30 PM*** |
| **Wk 12** | 11/3        11/5 | Ch 14 Cognitive Development in Adolescence | **Q4: Ch 10-11-12 In-Class Quiz**    GDWA #11 | Ch 14 (complete Revel quizzes by 11/5 2:30 PM) ***Raise MVC to age 18 years by 11/5 2:30 PM***  Online discussion 10: Questions due 11/5 answers due 11/8 |
| **Wk 13** | 11/10        11/12 | Ch 15 Social and Emotional Development in Adolescence | GDWA #12 | Ch 15 (complete Revel quiz by 11/16 11:30 PM)  Online discussion 11: Questions due 11/12 answers due 11/15  ***MVC Adolescence report due on Blackboard by 11/12***  ***11:30 PM*** |
| **FINAL** | 11/17 | **Final Exam** | **Q5: Ch 13-14-15 in-class quiz** |  |

**Make-Up Policies and Grade of Incomplete**

***In-Class Group Discussion Writing Assignment (GDWA):*** If you miss an ICWA you will get a 0 on the assignment. We drop 1 of the ICWA assignments, meaning that you can miss 1. Under unusual circumstances, a student might miss more than 1 and be able to make up some. If this happens, you must have a valid excuse and present it by email to Dr. Droutman close in time to the missed assignment.

***Online Revel Quizzes:*** If you complete any of the module quizzes or the online chapter quiz late, you will only receive 50% credit for it. You have up to a week prior to the due date to complete quizzes. Complete them early to avoid problems. Under unusual circumstances, a student might be able to make up some. If this happens, you must have a valid excuse and present it by email to Dr. Droutman close in time to the missed assignment.

***In-class quizzes:*** If you have a documented illness, USC-sanctioned activity, religious observance, or family emergency and miss one of the four in-class quizzes, it can be made up as long as you provide Dr. Droutman with sufficient documentation. Schedule the make-up within a week after the quiz.

***Final Exam:*** We allow make-ups for the final exam, if you have a documented illness or other emergency and are not able to take it at the scheduled time. However, you must schedule the make-up within two days of the final so that we may complete grading for the course. If you can’t make it up within two days, because the illness or emergency occurred after the 12th week of classes, you are assigned a grade of IN (incomplete) and have until November, 2021 to make it up. If you have a class conflict or other conflict let Dr. Droutman know in advance. We will have to make changes on Blackboard to allow you to take the exam at a different time.

***Procedures for Students with disabilities***: If you have a documented disability, and please submit the appropriate paperwork electronically to me (Dr. Droutman) and we will set up accommodations accordingly.

***Virtual Child Papers:*** If you have an approved absence, you will be given extra time to turn in a particular report. Without an approved absence, we will deduct 5 points if it is turned in after 11:30 PM of the day it is due, and 10 points if it is 24 hours or more late. Reports can be turned in at any point up to November 15, and we will continue to deduct 10 points, to encourage completion of the reports. If you are not able to turn in a report after week 12 due to documented illness or emergency, then the most appropriate course of action may be to assign a grade of Incomplete.

***Incomplete Grades:*** A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other emergency that occurs after the 12th week. An *emergency* is defined as an unforeseen situation beyond the student’s control, that prevents a student from completing the semester. Arrangements for completing an IN must be agreed to by the instructor and student prior to the final examination and to the final date for turning in reports and other assignments. The instructor is required to fill out an “**Assignment of an Incomplete (IN) and Requirements for Completion”** form (<http://www.usc.edu/dept/ARR/grades/index.html>) which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form, and a copy of the form must be filed in the department. The remaining work must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade if the course is not completed after a year.

**Extra Credit Opportunities**

**Research Participation:** You earn bonus points by serving as a subject in research conducted by Faculty members of the Department of Psychology. You do this by signing up for research sessions on http://usc.sona-systems.com/. Sign up only for studies related to *cognitive psychology* (consult the instructor if you are not sure) and for which you meet the eligibility requirements. There are only a limited number of experiments having this designation. Therefore, you should start participating as soon as possible, and not wait till the end of the semester when you need the bonus points. You can earn .5% toward your course grade for each hour of extra credit (1 SONA point), to a maximum of 3% (6 hours). To obtain this credit, for each experiment or questionnaire, you are to assume some intellectual “ownership” of the experience by writing a brief reflection. You should briefly describe the task and, most importantly, the research question the experiment was designed to address. Such reflections could be informed criticism (given the goals of the study as obtained through the feedback) or a description of how the study might be related to course concepts. Ask the experimenter after the experiment if you are unclear about the purpose of the study.

*You* ***MUST make your course selection and assign your credits to the appropriate courses.***

**Recordings and Copyrighting of Class Materials**

No student may record any lecture, class discussion or meeting with the professor without the professor’s prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. The professor reserves all rights, including copyright, to lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in this class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and the professor.

**STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

USC seeks to maintain an optimal learning environment. Students are expected to submit original work. They have an obligation both to protect their own work from misuse and to avoid using another’s work as their own. All students are expected to understand and abide by the principles of academic honesty outlined in the University Student Conduct Code (see University Governance, Section 11.00) of SCampus ([www.usc.edu/scampus](http://www.usc.edu/scampus) or<http://scampus.usc.edu>). The recommended sanctions for academic integrity violations can be found in Appendix A of the Student Conduct Code.

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”<https://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,<http://policy.usc.edu/scientific-misconduct>.

**Students with Disabilities:**

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

**Support Systems:**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

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

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.<http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.<https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website:<http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.<https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.<https://studentaffairs.usc.edu/ssa/>

*Diversity at USC –* [*https://diversity.usc.edu/*](https://diversity.usc.edu/)

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

*Language and Writing Support*

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute*<http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.<https://emergency.usc.edu/>

## ***USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community.** [**http://dps.usc.edu/**](http://dps.usc.edu/)