Calculus I Syllabus
University of Southern California

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Course and instructor information

Course ID: MATH 125g
Section: 39440R
Units: 4
Term: Spring 2021

Instructor: Jared Warner
Office: Zoom room
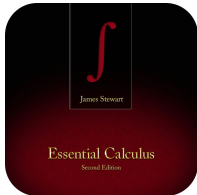**Office hours:** M 2-3pm, TTh 9-10pm
E-mail: hjwarner@usc.edu

Prerequisite: MATH 108
Lecture: MWF, 11-11:50am (Zoom room)
Discussion: TTh, 8-8:50am (Zoom room)
TTh, 9-9:50am (Zoom room)

Teaching Assistant: Thejani Gamage
Office: Math Center
Office hours: T 10-11am, Th 10-11am, 12-1pm
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Course Description: Limits; continuity, derivatives and applications; antiderivatives; the fundamental theorem of calculus; exponential and logarithmic functions.

Course materials and resources

Textbook (required)	Gradescope (required)
James Stewart. *Essential Calculus*, Second Edition. This textbook is also used in Calculus II (MATH 126) and Calculus III (MATH 226). All practice problems for the course will be assigned from the textbook.	All course assessments will be submitted through Gradescope. We will learn how to use Gradescope together in class, but you can familiarize yourself by watching this video or reading this guide.
Desmos (recommended)	**Blackboard (recommended)**
We will use a free and very powerful online math program called Desmos quite a bit in class. Click here to sign-up for a Desmos account and register for our Desmos class. Our class code is 2B5ZZG.	All course announcements and content will be posted on Blackboard. You should make sure to read all Blackboard announcements to receive current information about our course.

Course snapshot

(Read this page for a quick overview of the course structure. The rest of the syllabus fills in all of the details.)

This is a learning **outcome** (our first one!):

> **A1 - Limits and continuity:** I can explain the mathematical concept of a limit, evaluate limits of functions, and use limits to determine where a function is continuous.

You have a score for each outcome ranging from 0 to 4 indicating how well you've demonstrated that outcome. A score of 4 means you've **mastered** the outcome. There are 15 outcomes in total, split into Units A, B, and C.

You can improve your outcome scores initially by taking prelims and opportunities.

- **Prelims** are like quizzes, and they cover the first two outcomes of a unit. For example, Prelim A covers outcomes A1 and A2. The highest outcome score you can earn on a prelim is 2 out of 4.

- **Opportunities** are like midterms, and they cover one unit. For example, Opportunity C covers Unit C. You can master outcomes on opportunities. Higher outcome scores on opportunities replace lower scores on prelims.

What if you don't master an outcome on an opportunity? No worries! Take a jubilee!

- **Jubilees** are like re-takes, and they cover all previous outcomes. For example, Jubilee B covers Units A and B. You can master outcomes on jubilees. Higher outcome scores on jubilees replace lower previous scores.
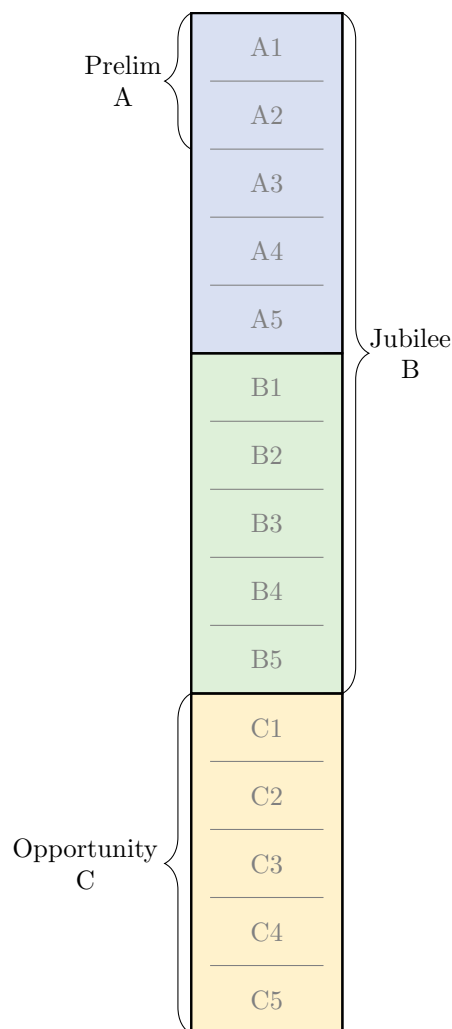
You earn the right to see previous outcomes on a jubilee by completing **practice problems** and/or **participating in class**.

Your outcome scores are 60% of your grade. The remaining 40% is a combination of your scores on the final and Applications. **Applications** are mini-assignments that explore how calculus is applied to the real-world and are completed at your own pace outside of class. Your grade will be calculated using whichever of the following two distributions gives you a higher score.

Outcome scores 60%		Final 40%

or

Outcome scores 60%		App. 10%	Final 30%

Notice that completing Applications is optional, because if you choose not to do them, your final will just be worth more.

That's it! As you read the details in the rest of the syllabus, keep this course snapshot in mind.

Learning outcomes

The course will focus on the following 15 learning outcomes. Each learning outcome is a statement of what you will do through a successful completion of the course. The outcomes are split into three units (Units A, B, and C), and each unit will take approximately one month of class time.

Outcome	Textbook section(s)
A1 - Limits and continuity: I can explain the mathematical concept of a limit, evaluate limits of functions, and use limits to determine where a function is continuous.	1.3 - 1.6
A2 - The derivative: I can interpret derivatives and compute them using the definition of the derivative and basic derivative rules.	2.1 - 2.3, 5.2 - 5.4
A3 - Derivative rules: I can use product, quotient, and chain rules, and logarithmic differentiation, to compute derivatives of functions.	2.4, 2.5, 5.2 - 5.4
A4 - Implicit curves and linearization: I can find the slope of an implicit curve at a point, and use linearization to approximate functions.	2.6, 2.8
A5 - Related rates: I can construct a relationship between time-dynamic quantities in context, and use that relationship to determine the quantities' rates of change.	2.7
B1 - Extrema of functions: I can use derivatives to find local and global extrema of functions on a specified domain.	3.1, 3.3
B2 - The Mean Value Theorem: I can state the Mean Value Theorem and use it to study roots of functions.	3.2
B3 - Curve sketching: I can accurately sketch a given function by hand, labeling intercepts, asymptotes, extrema, and points of inflection.	3.4
B4 - Optimization: I can construct a function representing a quantity in a given context and use calculus to find and interpret the function's extrema.	3.5
B5 - Antiderivatives: I can find a family of antiderivatives for a given function and a particular antiderivative given initial conditions.	3.7
C1 - The integral: I can find exact and approximate values for integrals by interpreting them in terms of Riemann sums and areas.	4.1, 4.2
C2 - The Fundamental Theorem of Calculus: I can explain relationships between derivatives and integrals, and use those relationships to compute derivatives and integrals.	4.3, 4.4
C3 - Integration by substitution: I can compute indefinite and definite integrals using the integration technique of substitution.	4.5
C4 - Inverse functions and their derivatives: I can find the inverse and derivative of the inverse of a given one-to-one function.	5.1
C5 - Exponential growth and decay: I can construct and use exponential models to study various natural phenomena.	5.5

Throughout the semester, you will take various in-class assessments to demonstrate your grasp of these outcomes. Each outcome is graded on a scale from 0 to 4, with a 4 representing mastery of the outcome. Each outcome can be assessed multiple times so that a low outcome score on an early assessment can be replaced with a higher score on a later assessment. Your grade at the end of the semester will be determined partially by your outcome scores.

Grading system

This course will use a mastery-based grading system that is designed to keep our focus on the learning outcomes, emphasize deep understanding of concepts, provide multiple opportunities for students to demonstrate mastery of concepts, and accommodate students with varying mathematical backgrounds.

Below is a description of the various assessments that will determine your grade: prelims, opportunities, jubilees, applications, and the final. All in-class assessments are completed individually, with no help from another person, but you may use your notes, the textbook, a calculator, and the internet.

Prelims (like quizzes): In the middle of each unit, you can take a prelim to gauge your progress. Prelims have two questions corresponding to the first two outcomes of the unit (e.g. Prelim A has a question for Outcome A1 and a question for Outcome A2). Even though outcomes are measured out of 4 points, the highest you can score on each prelim question is 2.

Opportunities (like midterms): At the end of each unit, you can take an opportunity to demonstrate mastery of that unit's learning outcomes. Opportunities have 5 questions (1 per outcome) and each question is scored from 0 to 4. A higher outcome score on an opportunity will replace a lower prelim score.

Jubilees (like re-takes): About one week after an opportunity, you can take a jubilee to improve your scores on outcomes you haven't mastered yet. A higher outcome score on a jubilee will replace your current outcome score. The questions your jubilee contains depend on how many practice credits you've earned (see the section on "Practice problems and practice credits" on the next page).

Assessment schedule: The tables below have all of the dates for in-class assessments.

Date	Assessment	Class
2/2	Prelim A	Disc.
2/19	Opportunity A	Lec.
2/25	Jubilee A	Disc.

Date	Assessment	Class
3/9	Prelim B	Disc.
3/24	Opportunity B	Lec.
3/30	Jubilee B	Disc.

Date	Assessment	Class
4/8	Prelim C	Disc.
4/21	Opportunity C	Lec.
4/29	Jubilee C	Disc.

To illustrate how your outcome scores change throughout these assessments, suppose your scores for Outcome A1 on Prelim A, Opportunity A, Jubilee A, and Jubilee B are 2, 1, 3, and 4. The 2 from Prelim A is not replaced by the 1 from Opportunity A, but it is replaced by the 3 from Jubilee A, which in turn is replaced by the 4 from Jubilee B. You've now mastered A1 and won't see it on any subsequent assessments.

Applications (like mini-assignments): Applications are longer problems from the textbook, completed at your own pace outside of class, that explore real-world applications of calculus. Completing applications is optional, and can be worth up to 10% of your grade. See the section below on applications for more details.

Final: The final will be comprehensive and is either worth 40% of your grade, or 30% with your applications score worth the other 10% (whichever of these two options gives you a higher grade). The date of the final is Wednesday, May 12th, from 8am-10am. You must take the final to pass the class.

Grade: Your total score (out of 100) will be the sum of your outcome scores as achieved on prelims, opportunities, and jubilees (out of 60) and your applications + final score (out of 40). The table below shows the lowest letter grade you can receive for a given total score. For example, if your score is an 83, you are guaranteed a B, and perhaps a higher grade depending on your performance relative to other MATH 125 students.

A 93 to 100	A- 90 to 92	B+ 87 to 89	B 83 to 86	B- 80 to 82	C+ 77 to 79
C 73 to 76	C- 70 to 72	D+ 67 to 69	D 63 to 66	D- 60 to 63	F 0 to 59

Practice problems and practice credits

Like most skills, mathematical proficiency is gained through practice. Each outcome is paired with 15 problems from the textbook (see the table on the next page). These problems are similar to questions on opportunities and jubilees. Practice problems contribute nothing to your grade, but they allow you to earn practice credits which give you extra chances to master outcomes you missed on previous opportunities.

Completion and submission instructions: Completing and submitting practice problems is a two-step process.

1. Write out a clear solution to each problem you attempt. The amount of work you show should be comparable to the work shown for example problems completed in lecture and discussion.

2. Clearly write at the top of your assignment how many practice credits you think your work is worth, and then submit it to Gradescope. Each full solution to a practice problem is worth 1 practice credit - partial solutions are worth no credits and should not be submitted. For example, if you completed solutions to 10 different problems, write "10 practice credits" at the top of your assignment.

Grading, practice credits, and extra chances for mastery: Your work will be graded on completion and not correctness. The grader will look to see if you've made complete attempts at each question for which you've claimed credit.

- If the grader agrees with your assessment, you will receive the number of credits you've claimed. Remember this doesn't necessarily mean your work is correct, so you should check your answers with those in the back of the textbook, or with solutions posted on Blackboard.

- If the grader disagrees, they will indicate via Gradescope the reason they disagree, how many credits you've been awarded, and what you should do to earn the outstanding credits not awarded. You are then free to redo your work according to the grader's comments, and resubmit your work to claim your credits. You can resubmit as often as you like.

If you have earned at least 10 practice credits for a particular outcome you haven't mastered yet, you will have an extra chance to master that outcome on all future jubilees (recall that you've mastered an outcome when your score for that outcome is 4). The flow chart below illustrates this process.
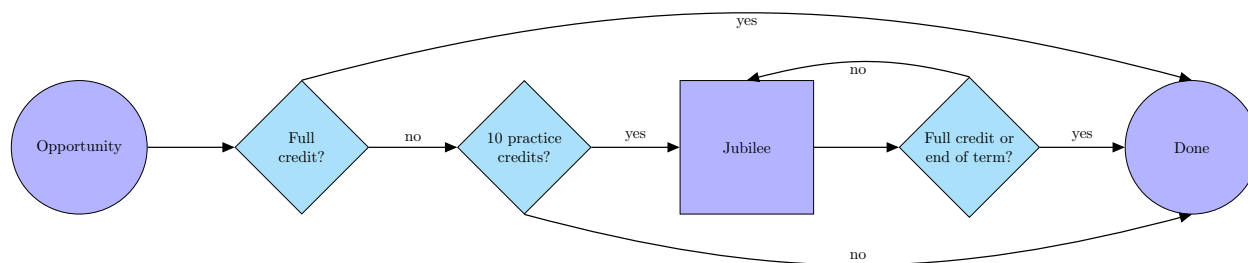
Due dates: You can submit practice problems whenever you'd like for full consideration (i.e. there are no due dates and no late penalties). The practice problems table has suggested due dates to indicate roughly when you should be completing your work if you want to keep up with the class. However, there are deadlines you must meet if you want your practice credits to count towards getting extra chances on your jubilees.

- To have your practice problems credited to Jubilee A (on 2/25), submit your work by 2/23.

- To have your practice problems credited to Jubilee B (on 3/30), submit your work by 3/28.

- To have your practice problems credited to Jubilee C (on 4/29), submit your work by 4/27.

Be aware that even if you submit your work by the above deadlines, if the grader doesn't award you all of the credits you claim, you may not have enough time to redo and resubmit in time for the jubilees, so plan accordingly.

Practice problems table

Outcome	Practice problems	Suggested due date
A1	§1.3: 4, 6, 10 §1.4: 10, 26, 35, 43, 55 §1.5: 34, 49 §1.6: 20, 23, 27, 34, 37	1/26
A2	§2.1: 49, 50 §2.2: 3, 10, 11, 36, 39 §2.3: 2, 6, 8, 18, 22, 25, 26, 69	1/29
A3	§2.4: 23, 44, 46 §2.5: 57, 59, 76 §5.2: 25, 26, 73 §5.3: 32, 34, 72 §5.4: 28, 30, 38	2/5
A4	§2.6: 6, 13, 16, 18, 23, 30, 32, 45 §2.8: 4, 5, 14 §5.2: 39, 42 §5.3: 38, 39	2/11
A5	§2.7: 1, 2, 3, 4, 11, 12, 14, 17, 23, 24, 26, 28, 30, 34, 35	2/18
B1	§3.1: 4, 10, 14, 41, 42, 44 §3.3: 3, 4, 6, 8, 10, 12, 20 §5.3: 50, 52	3/4
B2	§3.2: 2, 3, 4, 6, 8, 10, 11, 12, 14, 16, 18, 20, 21, 23, 25	3/4
B3	§3.4: 19, 20, 21, 22, 24, 26, 27, 29, 31, 32, 34 §5.2: 46, 48 §5.3: 54, 55	3/9
B4	§3.5: 2, 4, 6, 8, 11, 12, 13, 14, 17, 19, 25, 26, 27, 28, 29	3/18
B5	§3.7: 11, 12, 13, 14, 16, 20, 22, 30, 31, 32, 33, 38, 39, 40, 42	3/22
C1	§4.1: 4, 13, 14 §4.2: 1, 11, 29, 30, 31, 33, 35, 38, 41, 42, 44, 45	4/1
C2	§4.3: 9, 11, 15, 59, 61, 65 §4.4: 1, 7, 11, 13, 19, 21, 23, 25 §5.2: 57	4/6
C3	§4.5: 11, 25, 27, 29, 33, 35, 39, 41 §5.2: 55, 59, 61 §5.3: 61, 63, 67, 69	4/13
C4	§5.1: 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43 §5.2: 65 §5.3: 71	4/16
C5	§5.5: 1, 3, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20	4/20

Lecture preparation and participation

This class will be taught using a "flipped classroom" approach. This means that instead of being introduced to new content in lecture and practicing that content outside of lecture, you'll be introduced to new content outside of lecture and practice that content in lecture.

How to prepare for lecture: Lectures will have a corresponding Desmos activity posted on our Desmos class. You should work through the first part of this Desmos activity before lecture.

- Screen 1 will have a review problem to attempt that relates to the topic from the previous lecture.

- Screen 2 will have an instructional video for you to watch that introduces a new mathematical topic. Each video has a few study questions to consider as you watch.

- Screen 3 will have an applet for you to interact with that relates to the video.

- Screen 4 will have an opening example problem to try using what you learned from screens 2 and 3.

Some activities may not have a review problem or applet, in which case there may be fewer screens to work through on your own before lecture. The remaining screens of the Desmos activity will contain class problems to be completed individually or in groups in Zoom breakout rooms. These screens will be locked until we go through the opening example together in lecture.

How to participate in lecture: As you work through the Desmos activity before class, you can volunteer for different class roles by checking boxes on different screens. The roles are described below.

- Reviewer - at the start of class, the Reviewer explains their solution to the review problem. To volunteer to be the Reviewer, check the box on the screen with the review problem.

- Lecturer - after the review problem, the Lecturer summarizes for the class the big ideas from the video in the Desmos activity. To volunteer to be the Lecturer, check the box on the screen with the video.

- Opener - after the Lecturer summarizes the video, the Opener explains their solution to the opening example problem. To volunteer to be the Opener, check the box on the screen with the opening example.

- Solver - near the end of class, Solvers explain their solutions to the class problems assigned during lecture. To volunteer to be a Solver, check the box on the screen with the problem you'd like to solve.

Since the Reviewer, the Lecturer, and the Opener can volunteer before lecture, those roles will also be assigned before lecture. If you volunteer and are chosen, you will receive an email before lecture to let you know your role. Solvers can only volunteer during lecture and will thus be selected during lecture.

As an incentive to volunteer, you will earn 5 practice credits for the relevant outcome when you successfully fill any role. However, you will not receive 10 practice credits for a single outcome by filling two roles for that outcome, as this would allow you to avoid doing any of the practice problems for that outcome.

A note about participation: Notice that none of these roles are compelled, only incentivized. If you fill a role, your reward is that you can do less practice problems to earn your jubilee questions, but if you prefer not to fill a role, then you can still earn your jubilee questions just by doing more practice problems

There are many different ways to participate in a class, each suited to different personality types and different learning styles. You should identify the type of participation that will help you learn best and engage with our class in whatever way that is. Be mindful, however, that the type of participation you're most comfortable with is not necessarily the type of participation that will help you learn the best. In other words, you are encouraged to at least explore participating in ways that are outside of your comfort zone.

Applications (optional)

Applications are textbook problems that have been selected for those students who wish to see the abstract theory of calculus put to use in real-world applications. Working on Applications is optional. Your grade will be calculated by weighting your final at 40%, or by weighting your final at 30% and your Applications work at 10%, whichever weighting gives you a higher grade.

If you would like to work on Applications, choose five problems from the table below, write up solutions to those problems (including screenshots of a Desmos graph for each problem as described in the table) and submit your written solutions and graphs to Gradescope.

Here are some guidelines to keep in mind if you choose to work on Applications.

- Each problem is worth up to 2% toward your grade.
- For your reference, the problems are colored according to our course units. In other words, the color of a problem indicates the unit in which the content required to solve that problem is covered.
- Applications solutions are graded for correctness and quality.
- You may use any resource for help, but your solutions should represent your own work and understanding. If asked, you should be able to explain your thought process.
- Applications solutions will be graded on four drop-off dates throughout the semester (2/19, 3/24, 4/26, and 5/12), and you can edit and resubmit solutions for regrading if you don't get full credit.
- You don't have to submit all five solutions at once. You can submit a few solutions for grading at each drop-off date.
- For full credit, the axes of your graphs should be labeled, the windows of your graphs should be appropriately adjusted, and the domain of the function should be restricted to reasonable values. For example, if a function's input variable cannot be negative given the context of the problem, then the window should not show much of the negative horizontal axis, and the domain of the function should be restricted to non-negative numbers. You can watch this video for a brief tutorial on how to make Desmos graphs.

Problem	Topic	Description of graph to include in your solution
§2.4, 54	The eye's sensitivity to light	Part (b) describes the graph to include with your solution.
§2.6, 39	Van der Waals equation for non-ideal gases	Graph van der Waal's equation using the values in part (b), with $R = 8.314$ and $T = 3.037$ K. Include the tangent line at the point $(2.5 \text{ atm}, 10 \text{ L})$. To graph implicit equations in Desmos, use the variables y and x instead of V and P.
§5.3, 48	Damped simple harmonic motion	Part (a) describes the graph to include in your solution. Include the tangent line relevant to part (c).
§3.1, 52	The tension in a rope pulling a box	On the same pair of axes, graph $F(\theta)$ for $\mu = \frac{1}{\sqrt{3}}, 1$, and $\sqrt{3}$ with $W = 50$ lbs, and label the minimum point for each graph.
§3.5, 33	The power in a resistor connected to a battery	On the same pair of axes, graph $P(R)$ for $E = 1.5$ V and 9 V with $r = 1$ Ω, and label the maximum point for each graph.
§3.5, 34	The energy needed for fish to migrate	On the same pair of axes, graph $E(v)$ for $u = 1, 2$, and 3 m/s with $L = 100,000$ m and $a = 1$, and label the minimum point for each graph.

§3.5, 35	The structure of honeycomb	On the same pair of axes, graph $S(\theta)$ for $h = 10$ mm, 11 mm, and 12 mm with $s = 3$ mm, and label the minimum point for each graph.
§3.5, 43	Average and marginal cost of production	On the same pair of axes, graph the average and marginal cost curves for the cost function given in part (b), and label their point of intersection.
§3.5, 51	The path of a refracted light ray	Let x be the variable horizontal distance from A to C and assign values to the fixed lengths in the figure. Graph $T(x)$, the time for light to travel along ACB, label the minimum, and verify the minimum satisfies Snell's Law.
§3.5, 57	The intensity of light from two bulbs	On the same pair of axes, graph $I(x)$ for $d = 5$ m, 10 m and for the answer to part (d). Label the absolute minimum for each.
§5.3, 60	Bell curves	Part (d) describes the graph to include with your solution. Label the inflection points of each curve.
§4.4, 30	The sine integral function	Graph $\text{Si}(x)$, labeling three local maxima and the points corresponding to parts (c) and (e).
§4.4, 32	Capital goods maintenance and replacement	Part (d) describes the graph that should be included. Label the minimum point of $C(t)$.

Tips for success

Pay attention to your progress reports: You will regularly receive a progress report in your email inbox to help you keep track of your outcome scores, your practice credits, and what questions you'll see on your next jubilee. Make sure you know how to read this progress report so you can maintain progress toward achieving the grade you want.

Learn from your mistakes: When you get back a graded assessment, make sure you understand every mistake you made, and practice solving those problems again to be ready for the next assessment.

Take lecture preparation and participation seriously: Keep up with the pace of the course and the flipped classroom approach by reviewing the Desmos activities before lecture. The Desmos activities and their problems are designed to set you up for success on the opportunities. The best way to prepare for opportunities is to prepare for and participate in lecture.

Attend discussion and/or office hours for help with practice problems: The practice problems from the textbook are challenging, but along with the problems from lecture they represent the best way to prepare for the opportunities and jubilees. Working through them alone can be very frustrating if you make little progress. Avoid this frustration by attending discussion and/or office hours to work on these problems with classmates or an instructor.

Devote the appropriate amount of time outside of class: According to the USC Curriculum Office's policy on contact hours, for every one hour of in-class contact time per week, students are expected to complete two hours of out of class work per week. Since we have lecture for 2.5 hours each week, this policy suggests you spend 5 hours each week working on this course outside of class. This time can be spent preparing for lecture, completing practice problems and/or applications, and studying for in-class assessments.

Work and study in groups: Learning can be both an individual and social endeavor. Given the nature of remote learning, individual study will happen naturally, but you'll need to be intentional to benefit from learning in groups. To this end, you are encouraged to work with a group in a breakout room to solve problems in class. Even better, form a study group that meets regularly outside of class to work on math.

Get off to a good start: Try to do well on early assessments. The grading system provides for flexibility but the course will move fast. If you save too many outcomes for later, they will accumulate. If you improve your scores as much as you can in the beginning, then you will have fewer outcomes to focus on later in the semester.

Schedule of lectures

Below is a tentative schedule for the course lectures. Amendments to this schedule will be announced on Blackboard. The course calendar on Blackboard includes the topics for discussion sections.

Dates	Lecture topic
1/15	Course introduction and functions
1/20, 1/22, 1/25	Limits and continuity
1/27, 1/29	The derivative
2/1, 2/3, 2/5	Derivative rules
2/8, 2/10	Implicit curves and linearization
2/12, 2/17	Related rates
2/19	Opportunity A
2/22, 2/24, 2/26	Extrema of functions
3/1, 3/3	The Mean Value Theorem
3/5, 3/8	Curve sketching
3/10, 3/15, 3/17	Optimization
3/19, 3/22	Antiderivatives
3/24	Opportunity B
3/26, 3/29	The integral
3/31, 4/2, 4/5	The Fundamental Theorem of Calculus
4/9, 4/12	Integration by substitution
4/14, 4/16	Inverse functions and their derivatives
4/19	Exponential growth and decay
4/21	Opportunity C
4/23	Review Unit A
4/26	Review Unit B
4/28	Review Unit C
5/12	Final

Policies and statements

Zoom etiquette: As we attempt to create an online learning community together, you are strongly encouraged to turn your camera on during lecture and discussion. While taking prelims, opportunities, jubilees, and the final, it is required that you have your camera on unless you contact the instructor ahead of time with a reasonable request seeking accommodations. At no other point in the semester will you be required to turn on your camera, but doing so will help foster a collaborative environment in which we can all best learn mathematics given the online nature of the course. To minimize outside noise, it is helpful if you keep your microphone muted while you are not speaking.

No makeups or late submissions: There are no makeup prelims, opportunities, or jubilees. The course is already designed to give many chances to demonstrate mastery of course outcomes, so if you miss one chance you should focus on taking advantage of the next one.

Statement on academic integrity: USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Statement for students with disabilities: 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 the instructor (or the teaching assistant) as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.
Website: https://dsp.usc.edu/
Contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) dspfrontdesk@usc.edu.

Support resources

Office hours
Please "stop by" to visit me! Office hours are a time for your to ask me about any misunderstandings you have about the course. You can ask for help on practice problems, on assignments, and on preparing for opportunities and jubilees. I will be in my personal meeting room on Zoom.

Math Center
The USC Math Center is a place to go if you want help with your math classes. Please visit the Math Center Zoom room for assistance.

Counseling and Mental Health
Phone: (213) 740-9355 (available 24/7)
Website: 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
Phone: 1 (800) 273-8255 (available 24/7)
Website: 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)
Phone: (213) 740-9355 (24/7, press "0" after hours)
Website: 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)
Phone: (213) 740-5086, Title IX - (213) 821-8298
Website: 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
Phone: (213) 740-5086 or (213) 821-8298
Website: 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
Phone: (213) 740-0776
Website: 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
Phone: (213) 821-4710
Website: 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
Phone: (213) 740-2101
Website: 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
Phone: UPC: (213) 740-4321, HSC: (323) 442-1000 (available 24/7)
Website: 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 Saftey
Phone: (213) 740-6000 (available 24/7)
Website: dps.usc.edu
Non-emergency assistance or information.