

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

**Spring 2022 – Tuesday, Thursday – 2:00-3:20 PM**

**Section:** 20590

**Location:** ZOOM Meetings found on blackboard.usc.edu AND  
ASC 331

**Instructor: Dr. Marlon Twyman**

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

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

**Contact Info:** marlontw@usc.edu

### **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 modules 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.

## **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. Summarize and interpret published research articles
2. List strategies to facilitate effective organizational communication
3. Describe different social interactions in organizations
4. Create a report to synthesize and communicate impressions from a course module
5. Evaluate a course topic as part of group-based learning

## **Course Notes**

Meeting first week on Zoom (find the meeting links on [blackboard.usc.edu](https://blackboard.usc.edu)) and in ASC 331, thereafter. Please be ready to meet through Zoom at different points of the semester, if needed.

## **Course Expectations/Policies**

### **Student Contributions to Learning Environment**

The course is more dynamic (and fun) when students participate during class. I will provide numerous opportunities for engagement through questions, comments, and activities. The class time works best when lecture is integrated with insights from students. Please be prepared to bring your views to class.

### **DIEA statement**

I strongly encourage participation during course time, but participation must be respectful of others. As we create our learning environment, we must strive to foster an inclusive space that will respect diverse perspectives and views. We will promote a safe space to question, challenge, and critique ideas that are relevant to the course content. Also, I request that we remain respectful of one another and refrain from making any remarks that relate to personal decisions, attitudes, and attributes.

## Attendance

- Showing up for class in person (and in Zoom when required) is not a part of the grade but **SUBSTANTIALLY** improves the learning experience. When coming to class, be present and ready to contribute.
- While it is expected that students will make every effort to attend classes, it is recognized that personal circumstances will arise which preclude class attendance. In such circumstances, the student is responsible for obtaining the materials presented in missed classes and for making up missed assignments.
- It is expected that students attend class in person as required unless alternative arrangements have been made due to illness, medical reasons, or the need to isolate or quarantine due to COVID-19.
- In the event that you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should:
  - Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19. Nothing we do in our class is worth risking your health, my health, or the health of your peers.
  - Contact your Instructor to identify options available for keeping up with course requirements and content.

## Notes about Zoom Participation [First Week of Class (and potentially other meetings)]

- Turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. However, we do recognize that if you have limited Internet bandwidth or no webcam, it may not be possible. If you are unable to find an environment without a lot of visual distractions, it is ok to turn off your video.
- In order to maximize collaboration in the delivery of courses in remote learning, I am strongly encouraging the use of tools such as cameras, mics, and chat features in order to mimic the face-to-face classroom experience environment as much as possible. While you are encouraged to use your webcam and mic whenever possible/appropriate during the classes conducted via Zoom, you are not required to do so.

- Additional Note Regarding Audio: Mute your microphone when you are not talking. This helps eliminate background noise. Use a headset when possible. This will improve audio quality. If you are not able to find a quiet, distraction free spot where you can use your microphone, use the chat window for questions and comments relevant to the class.

#### **b. Communication**

For 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.

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.

#### **Technological Proficiency and Hardware/Software Required**

The course requires the following software technologies **freely** available through USC

- Blackboard: [blackboard.usc.edu](https://blackboard.usc.edu)
  - Assignment Submissions
  - Email Announcements
  - Link to Zoom Lectures and Office Hours
- 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 paper
- Adobe Creative Cloud: <http://www.annenbergdl.org/adobe/>
  - For PDF reading and editing
  - Other media editing software that may be of interest
- Citation Manager: RefWorks, Zotero, or Mendeley. EndNote available through USC
  - To cite any references used in writing assignments

## Required Readings and Supplementary Materials

### Google Drive Link to Readings:

<https://drive.google.com/drive/folders/1em3dJSM51kxQIXADbxSexR67T2zKbVab?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

## Description and Assessment of Assignments

### Weekly Assignments

- **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. These weekly reports are the foundation of your learning since they require you to reflect upon the readings on a consistent basis.
  - 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/Class Participation:** In preparation for lectures each week, each student is expected to generate at least two questions about the readings to help facilitate discussion. These questions may also be in your weekly memo but can relate to any of the readings for the week. Submitting these questions

to Blackboard will be a part of the class participation grade. This assignment provides an equal opportunity for students to earn participation points even when they may not be able to attend class or not have the opportunity to contribute during course instruction.

### **Mid-Term Assignment**

- **Mid-Term Report:** The “Mid-Term” assignment will be a 3-to-5-page, double-spaced (750-1,250 word) response to a prompt provided by Dr. Twyman.
  - The goal of this response is to help students synthesize course materials and communicate their interpretations of the prompt.

### **Final Assignment**

- **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.
  - **Report:** The group will write a 4-to-6-page, double-spaced (1,000-1,500 word) report with the following sections: Definition, Description of Topic, Organizational Examples of Topic, and Challenges Associated with Topic. The assignment description posted during the semester will detail the requirements beyond the length.
  - **Presentation:** The group will present (or record) a presentation sharing their findings
    - 10 minutes long plus Q&A
  - **Project Contract:** The group will write a 1-to-2-page, double-spaced (250-500 word) description of collaboration expectations, team member roles, and explicit contributions by each member.
    - The names and contributions of each member
    - Include the number of meetings
    - The technologies used to coordinate and communicate
    - A documented plan to integrate individual contributions

## Breakdown of Grade

Assignment	Points	% of Grade
Weekly Reading Reflection Memos (10 highest)	300	30
Mid-Term Report	200	20
Team Project-Report	150	15
Team Project-Presentation	150	15
Team Project-Project Contract	100	10
Class Participation	100	10
<b>TOTAL</b>	<b>1,000</b>	<b>100%</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

## Grading Standards

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

## **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.

### **Assignment Submission Policy**

All assignments should be uploaded to Blackboard. Please submit all assignments by the posted due dates.

### Late Assignments

To accommodate unexpected interruptions for students in the course, the standard late policy is a three-day, penalty-free extension as long as students notify Dr. Twyman via the “Late Assignment Form” at <https://forms.gle/bEkpZGxcpm5XJzD99>

*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%.*



## 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. Students should consult the University [Registration Calendar](#) for dates associated with add/drop deadlines, fees, and grading options.

### Course Overview

#### Week 1: 1/10-1/14

#### 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.

### Module 1: Fundamentals of Organizing

#### Week 2: 1/17-1/21 [Martin Luther King Jr. Day is 1/17]

#### 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 (1/18): **Submit Discussion Questions to Blackboard**

#### Week 3: 1/24-1/28

#### 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. Tuesday (1/25): **Submit Discussion Questions to Blackboard**
2. Tuesday (1/25): **“Weekly Reading Reflection Memo”** Assignment for Week 2

**Module 2: Infrastructure for Organizational Communication**

**Week 4: 1/31-2/4**

**Topic: Communication Technologies**

Readings:

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

Assignments Due:

1. Tuesday (2/1): **Submit Discussion Questions to Blackboard**
2. Tuesday (2/1): **“Weekly Reading Reflection Memo”** Assignment for Week 3

**Week 5: 2/7-2/11**

**Topic: Genres in Organizations**

Readings:

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

Assignments Due:

1. Tuesday (2/8): **Submit Discussion Questions to Blackboard**
2. Tuesday (2/8): **“Weekly Reading Reflection Memo”** Assignment for Week 4

**Module 3: Organizational Environment**

**Week 6: 2/14-2/18**

**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. Tuesday (2/15): **Submit Discussion Questions to Blackboard**
2. Tuesday (2/15): **“Weekly Reading Reflection Memo”** Assignment for Week 5

**Week 7: 2/21-2/25**

**Topic: Organizational Culture**

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. Tuesday (2/22): **Submit Discussion Questions to Blackboard**
2. Tuesday (2/22): **“Weekly Reading Reflection Memo”** Assignment for Week 6

**Week 8: 2/28-3/4**

**Topic: Work on Mid-Term Assignment**

1. Tuesday (3/1): **“Weekly Reading Reflection Memo”** Assignment for Week 7
2. Tuesday (3/1): Mid-Term Assignment Prompt Delivered

**Week 9: 3/7-3/11**

**Topic: Diversity and Inclusion**

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. Tuesday (3/8): Mid-Term Assignment

**[SPRING BREAK: March 13 – March 20]**

**NO CLASS**

**Week 10: 3/21-3/25**

**Topics: Toxicity and Incivility**

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 (3/22): **Submit Discussion Questions to Blackboard**
2. Tuesday (3/22): **“Weekly Reading Reflection Memo”** Assignment for Week 9

**Module 4: Interpersonal Relationships and Dynamics at Work**

**Week 11: 3/28-4/1**

**Topic: Leadership**

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

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 (3/29): **Submit Discussion Questions to Blackboard**
2. Tuesday (3/29): **“Weekly Reading Reflection Memo”** Assignment for Week 10

**Week 12: 4/4-4/8**

**Topic: Power and Status**

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

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 (4/5): **Submit Discussion Questions to Blackboard**
2. Tuesday (4/5): **“Weekly Reading Reflection Memo”** Assignment for Week 11

**Week 13: 4/11-4/15**

**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 (4/12): **Submit Discussion Questions to Blackboard**
2. Tuesday (4/12): **“Weekly Reading Reflection Memo”** Assignment for Week 12

**Week 14: 4/18-4/22**

**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 (4/19): **Submit Discussion Questions to Blackboard**
2. Tuesday (4/19): **“Weekly Reading Reflection Memo”** Assignment for Week 13

**Week 15: 4/25-4/29**

**TEAM PRESENTATIONS (and course evaluations)**

Assignments Due:

3. Tuesday (4/26): **Submit Team Presentation**
4. Tuesday (4/26): **“Weekly Reading Reflection Memo”** Assignment for Week 13

**Finals Week: 5/4-5/11**

Assignments Due:

1. Thursday (5/5): Submit **“Team Report”** Assignment
2. Monday (5/9): Submit any late assignments

## Statement on Academic Conduct and Support Systems

### a. Academic Conduct

#### *Plagiarism*

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in [SCampus](#) in Part B, Section 11, [“Behavior Violating University Standards.”](#) 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).

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.

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.

### b. 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 and Services (RSVP) - (213) 740-9355(WELL), press “0” 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. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color,

national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

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

[usc-advocate.symplicity.com/care\\_report](https://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 Student Accessibility Services - (213) 740-0776*

[osas.usc.edu/](https://osas.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 Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](https://uscsa.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](https://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](https://dps.usc.edu), [emergency.usc.edu](https://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](https://dps.usc.edu)

Non-emergency assistance or information.

*Annenberg Student Success Fund*

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

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.