

****note:** this is a text-only version of the course syllabus from the Fall 2021 semester. This syllabus is uploaded for preliminary review of general course practices and policies. Some content, including course policy, may change for the Spring 2022 semester. A syllabus specifically for the Spring 2022 semester will be distributed to enrolled students at the beginning of the term.

WRIT 150: Writing and Critical Reasoning

Thematic Approaches: Education and Intellectual Development

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Phone: (213) 821-4836

Office Hours:

Office Hours Zoom:

Assigned Texts

Writing 150 Course Book (ebook)

Readings distributed via Blackboard (blackboard.usc.edu)

Course Description and Objectives

WRIT 150 is foremost a writing course—among the chief goals of the semester’s work is to help improve your writing and to practice and develop your familiarity with the conventions of **persuasive academic writing**.

However, the improvements that one writer may need to make could vary vastly from another, and improvement of one’s writing is likely a lengthier process than the duration of the semester allows.

In that sense, the challenge issued to us is to determine how to most effectively improve your writing within the context of the class and within the University. It will require a significant amount of work for all of us to ensure that you see the benefit of this course. To do that, we will focus on several areas of writing pedagogy.

In WRIT 150 we will analyze and practice the **different writing processes and techniques** that people use to fulfill writing goals in different argumentative and analytical contexts.

We will use a variety of approaches for developing **critical reasoning skills** in this class, including participation in scholarly conversations with multiple sources and perspectives in order to develop new knowledge.

In addition to developing these writing processes, we will focus on how we conduct **critical analysis**. As part of a university academic community, we are challenged to delve deeply into the issues that we encounter in the world and in our academic disciplines.

Instead of focusing only on the final texts that are produced, we will also focus on exploring developing processes of writing, including:

how to find and develop new ideas that might be of interest and value to certain communities

(invention strategies, research strategies, and audience analysis);

how to explore these ideas and “**write to learn**,” experimenting with a variety of writing features and techniques **(drafting)**;

how to change and improve our drafts and ideas based on others’ responses to our texts **(revision)**; and

how to present out ideas in the forms that our readers expect and value **(style, documentation, editing, and proofreading)**.

We will discuss and practice these skills and explore how such processes of writing and critical reasoning overlap, double back, and repeat.

By the end of this course, you should have a better idea of the writing process broadly as well as a clearer articulation of what works for your own writing process.

Thematic: Education and Intellectual Development

Education and Intellectual Development...pew...that’s a lot to unpack, especially in the context of a pandemic. While trying to live and work and learn during the time of COVID-19 has provided many challenges to education, the conditions and processes of learning have been a subject of scrutiny for thousands of years.

We’re joining a long-standing discussion. As we consider education and intellectual development, there are major underlying questions that we may contend with: What is knowable? How can we come to know something? Are there things that are simply outside of our understanding? How do we know what we do not know? How do we learn what we do not know? And how do people learn differently?

While those questions might be a bit too “big picture” to grapple with for our purposes, many assumptions about how we are able to answer those questions about learning are built into the

systems of education in which we participate.

While we might more readily recognize **formal education** as the locus of many of our discussions; learning is a lifelong, and multifaceted set of “things.” As we discuss this thematic, we may be talking about issues of learning that happens outside of the “classroom,” and that’s great! We want to develop together a robust sense of how we can talk about these terms and what we can know.

INCLUSIVE LEARNING STATEMENT

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course.

If during the course of the semester circumstances develop that may impact your learning experience or well-being, I sincerely invite you to reach out to me. My approach to education is built upon a pedagogy of care. If I am unable to offer you direct assistance, in any matter, my goal is to help you navigate the support systems that do exist to support you as a student and as a person. I am here for you.

I encourage you to contact the Office of Student Accessibility Services (OSAS) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Kortschak Center for Learning and Creativity, The Writing Center, and Campus Support & Intervention.

COURSE POLICIES

Required Materials

Please get the **Writing 150 Course Book**, available for purchase at the USC bookstore or online at <https://hmpublishing.redshelf.com/book/1871020/writing-150-course-book-1871020-9781533937490-the-writing-program-university-of-southern-california>.

I will upload or link additional readings related to the thematic to our course Blackboard site. You may choose to bring a tablet or laptop to class to have readings available or to print them ahead of time.

Please note that for this class, we may be conducting writing work in person that will require you to bring a **laptop/tablet**. I will try to announce those days in advance of our meetings.

You will also want to use **word processing software** to generate your materials and drafts for this course. USC provides all students access to Microsoft Office for free. More information regarding access to that software can be found at <https://itservices.usc.edu/office/>.

You are not required to use Microsoft Office, and other common applications used by students are **Google Documents** or **Apple's Pages**. Please note that **if you are writing in Pages, you must export your files as Word Documents (.docx) or PDFs**.

Attendance

This course will be designed to accommodate a hybrid instructional model **due to concerns regarding the COVID-19 pandemic and student/staff/faculty health**.

Please note that guidance on how to deliver instruction in current conditions is developing as the University responds to the issues related to the pandemic. If at any time during the semester we are required to shift to an entirely online instructional model, I will distribute new syllabus policies regarding that online instructional practice.

While I plan to incorporate an online Zoom component as I am able for this class, the primary purpose of that online instructional delivery model is **to accommodate concerns regarding the health of our classroom community**. If you are feeling physically healthy and are able to attend the class in person, I expect you to appear in person wearing a mask for our classroom meetings.

You are allowed **two (2) "free" absences** during the semester. That is, you can choose not to attend two class periods for any reason. You might want to reserve these absences in case you feel particularly unwell. **Any additional absences will affect your Grade Contract standing (more context for that impact will come later in this document)**.

Any student who misses **more than three weeks of class (6 absences)** will be required to either drop the class or take a final grade of "F."

Attending the course helps you understand the expectations of the assignments, the perspectives of your peers, and hands-on work toward drafting and revising your papers.

I hope you attend as many classes as you are able and arrive on time and prepared for the day's work to maximize your learning opportunities in the class.

If you are involved in a University-sponsored event that will cause your attendance or will be absent in observance of a religious holiday, please provide one week's advance notice prior to that absence to have it be excused; you must provide written verification for University-sponsored event absences.

If for any reason this attendance policy presents an extreme difficulty for you now or as the semester progresses, please schedule a meeting with me so that we can discuss reasonable accommodations that will ensure your learning and contribution to course discussions and activities.

Makeup and Asynchronous Work

If at any time you are feeling ill or have been notified that you should quarantine due to exposure to contagious disease, please contact me as soon as you are able to discuss alternative online synchronous and/or asynchronous attendance options. You do not need to provide written documentation from a doctor in order to be eligible for temporary online instructional accommodations.

In the event that are unable to attend a class session in person, you may be required to complete an additional activity or reflection to be turned in directly to me via email.

You must complete any makeup or attendance assignment by the following class period (or posted deadline if indicated as different) to be counted as present for that class period.

Anti-Racist and Anti-Bias Statement

***policy drafted by members of the Diversity and Inclusion Committee of the USC Writing Program and included here with gratitude for their work*

We are dedicated to anti-racism in and out of the classroom. We wholeheartedly stand against racism, dehumanization, oppression, colonization, xenophobia, and white supremacy. Silence on these issues is not an option.

We acknowledge that racism and dehumanization can occur consciously and unconsciously; it is important to have grace with each other. But we must also commit to the lifelong work of deconstructing our unconscious and conscious biases; dismantling the racist structures; and creating an academic environment that rejects white supremacy in all its forms.

Even further, academic writing has historically been a tool for oppression. It has encouraged standardization originally based in whiteness – and so we must ask, “Who set those standards? Why do we value only those standards? And as writers, how can we reform the standards?”

As a writing class, we will consistently reflect on these concerns. We will encourage and support each other’s journeys. We will cultivate authentic writing voices; closely examine our policies and practices; and commit to continually educating ourselves to provide an educational experience that is anti-racist, humanized, and celebrates intersectional identities. With collaboration, we will create an anti-racist system in our classroom.

Some ways we will include anti-racism in our class:

Have explicit (and uncomfortable) discussions about institutionalized racism; re-center voices of the oppressed; and be accountable to how universities and writing have played a part

Learn and be attentive to how race interacts with ethnicity & race, sexuality & gender identity, nationality, ability, and other aspects of identity; how intersecting identities impact classroom dynamics; and equally value through assessment, feedback, and assignments intersecting identities of students

Commit to consistent training from BIPOC, LGBTQ+, and marginalized scholars that combat white supremacy

Engage in collaborative and intersectional work with students and not just for students. Anti-bias and anti-racism is lifelong work that must be communal to take root

Encourage multilingual and multimodal writing through demonstration, assessment, class activities, and assignments

Requirement of Writing Process

Because this course is a writing workshop and we will be looking at drafts and process elements of your work, **you must submit a rough draft and relevant process documents in**

order for your final draft to be graded.

These documents should be developed as we proceed through projects, and you must submit those rough drafts or other process work on time.

Students must submit a final draft of every writing project in order to pass the class.

Conferences

At multiple times in the semester I will cancel synchronous classes to hold mandatory individual conferences over Zoom. These conferences are an opportunity for us to meet one-on-one and discuss your work in a more focused setting.

If you miss your scheduled conference or fail to sign up for a conference time, you will be counted absent for the day(s) that class was canceled for your meeting.

Office Hours

My Office Hours are:

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Please note that due to HVAC limitations of the JEF building in consideration of COVID-19, I will be unable to meet with students in my office at this time.

However, I will offer regular office hours via Zoom primarily for your benefit. If you have any questions about the course, are having difficulties with an assignment, or would just like to chat, you are welcome to visit at any point during my scheduled office hours.

My Office Hours Zoom link is also listed in Blackboard, but the link for easy reference is:

Office hours are first-come, first-serve. I am available by appointment at other times if you are unable to attend regularly scheduled office hours; please contact me by email to arrange an appointment.

If for some reason I need to reschedule my weekly office hours, I will announce those changes in class or via Blackboard.

Please note that I may be meeting with other students during office hours. If you sign into the Zoom session, and are placed in a waiting room, please be patient. If for some reason I am not online during my posted office hours, please email me. It is likely that my session has timed out without me noticing.

LATE ESSAY POLICY

I have built into each assignment prompt a period of time during which you may submit your Final Draft. The start of the deadline window will signal the beginning of our work on the subsequent writing project, but you can take the full window of time to submit if you desire.

Essays submitted after that deadline will be counted as late. See the Grading Contract breakdown for details on how this will affect your grade.

I will offer extensions beyond that window only in dire circumstances. Contact me in advance if you find yourself in need of that further accommodation.

Please note that the Late Essay policy applies only to FINAL DRAFTS; other process drafts submitted late will be subject to the late ancillary work policy outline in the Grading Contract.

Importance of Peer Review

Because this is a writing workshop, I want to encourage you to view your peers' feedback as integral to your development as a writer. Their insights should matter to your work.

Additionally, asking you to review your peers' work helps you to develop your critical eye. To those ends, we will have peer review work during each major assignment cycle. To incentivize the work you are asked to do for those activities, your peer response work will be counted as an ancillary writing assignment.

In most cases, you must be present for peer review activities in class and actively conduct and post your written peer review response to the Blackboard Discussion Board in order to receive credit for that activity. The conversations that happen about each others' writing is important, and you should be in attendance for the sessions where that work occurs.

If you are absent on peer review days, it may not be possible to "make up" the credit unless your absence is due to a health concern, University-sponsored event, or religious holiday

observation. If you will be absent on peer review day due to one of these reasons, you must contact me in advance in order to make alternative arrangements to give and receive peer feedback and earn credit.

Instructor Feedback

The primary method for receiving feedback from me prior to your final draft submission is through the individual conferences that I hold during each assignment cycle. I will adopt various approaches to those conferences with each assignment, but it is in your best interest to attend each conference fully prepared and with a set agenda in mind.

If you would like additional feedback on a draft prior to final draft submission, you must meet with me during office hours or attempt to schedule a meeting with me to discuss your draft. Because I take careful effort to give useful feedback and have many demands on my time and attention, I will not respond to emails where a draft is attached with a request to review and offer feedback without prior conversation regarding that request.

"Public" Nature of Writing

Please consider every piece of writing you do for this class to be "public."

Remember that you will be expected to share your writing with others in the class, so you may want to avoid writing about things you are unprepared to have subjected to public scrutiny or things you feel so strongly about that you are unable to listen to perspectives other than your own.

This does not mean that you are not entitled to an opinion but that you should adopt positions responsibly, contemplating the possible effect(s) your arguments will have on others.

This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. **If you have concerns about any course content, please bring these concerns to my attention.**

Safe Spaces

Because we represent a broad spectrum of identities and perspectives, I endeavor to make my classroom and office a safe space for students of all gender and sexual identities, all ages and life experiences, and all cultural, religious, and social backgrounds. I welcome our returning veterans to the USC community, and I strive to make all students feel accepted and included in

the classroom.

While I deeply value open and earnest debate, I require all students to closely adhere to the Student Code of Conduct and maintain respectful, civil modes of discourse.

Our differences are valuable, and they are a source of vibrancy and creativity in our USC community. If a student feels uncomfortable at any point, they should contact me privately as soon as possible so that we may address any concerns together. I will ask any student to leave the classroom who does not heed my call for respect.

Use of Recorded Zoom Sessions

In compliance with federal laws regarding accessibility and to accommodate students who are unable to attend class synchronously because of time zone difference or extenuating circumstances, I will make an effort to record every class session via Zoom and upload those recordings to Blackboard with transcriptions of the discussion.

Discussions held privately with me will not be recorded, nor will your discussions during any activities using Breakout Rooms in Zoom.

However, all recorded class content is protected by the Family Educational Rights and Privacy Act, meaning that it contains confidential information that is subject to punishment if unlawfully shared.

Which is to say, don't post or share recordings of our class. Violating this policy may qualify as a violation of Academic Integrity guidelines.

If you learn that someone has shared any information from our class (including screen captures), please contact me immediately with as much information as you can provide.

Please note that the primary instructional model of this course is a face-to-face one, so Zoom recordings may not capture the entire content of our class meetings. If you are using the live or recorded Zoom session to attend remotely and there is missing class content integral to your learning, please email me for that content. I will make every effort to provide handouts and other materials such as PowerPoints or links to video content available via Blackboard, but I sometimes overlook that work or miss uploading for one class section.

Plagiarism

Plagiarism—presenting someone else’s ideas as your own either verbatim or recast in your own words without attribution—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.

Office of Student Accessibility Services (OSAS)

Any student requesting academic accommodations based on a is required to register with the Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS.

Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in GFS 120 their phone number is (213) 740-0776, and their email is osasfrontdesk@usc.edu.

For more information regarding Office of Student Accessibility Services, visit their website:

<https://osas.usc.edu>

Grading Information

Grades for this course will be calculated based on your submission of four major writing assignments, the final portfolio, ancillary work and activities related to those projects, and your attendance and participation in the course.

This section of WRIT 150 will be assessed using the **grading contract model** of writing assessment.

Simply put, this model of the grading contract guarantees a grade of “B” for all students **who complete all the work for the class in a timely manner and put in a “good faith” effort towards all the assignments (including participation in class activities).**

So long as a student turns in all the assigned work (essays and ancillary assignments), and meets the expectations of the Grading Contract (included in this syllabus), they will get a “B” for the semester.

For a grade higher than a "B," you must meet all of the requirements for the Grading Contract and demonstrate mastery of the material and techniques through your performance on the Final Portfolio at the end of the semester. **Your grade on the Final Portfolio will be your opportunity to raise your Final Course Grade above a B.**

GRADING CONTRACT COMPONENTS

The Grading Contract Model is one that may be unfamiliar to you prior to your enrollment in this class, but the premise is fairly straightforward: show up, do the work, and you pass the class. It's designed to help alleviate some of the stress you may encounter in a traditional grading model for a writing class.

As we'll discuss, because the goal of this class is improvement rather than content mastery, your prior experiences with writing may significantly impact your initial performance in the course.

When I say show up and do the work, the main areas for grading consideration are thus:

Engagement with class discussions and activities (attendance & participation)

Timely and satisfactory completion of ancillary "homework" assignments (including process documents)

Timely submission of final drafts

This model requires you to stay on top of daily course work, and we'll work together to try to ensure all students find success in this model.

Grading Contract for WRIT 150

Fall 2021

THIS CONTRACT guarantees a final grade of B for students who meet the following conditions:

1. **Attendance:** You can miss one week's worth of class activities (2 class periods) or two weeks if all of the absences are excused via documentation from, e.g., a medical professional.

"Excused absences" also refers to absences that are related to university-sanctioned events (such as athletic contests or religious holidays). Documentation having to do with

excused absences needs to be submitted to me within one week of the absence. Please note that due to online and asynchronous accommodations that may arise for this course, attendance may be defined as actively attending in-person classes, online synchronous course attendance AND/OR submitting asynchronous attendance work on time. **Work you miss while absent or attending synchronously/asynchronously needs to be submitted no later than the beginning of the next class meeting you attend unless otherwise noted in my instructions.**

If I do not receive your makeup work within 48 hours of the deadline, it will count as an absence.

2. **Tardiness:** Arriving to class later than 15 minutes after our scheduled starting time or posting online synchronous/asynchronous work after the deadline counts as a tardy; **three tardies counts as one absence.** You may also accrue tardies for leaving class before the day's work is complete. If you have concerns about other commitments that may cause you to accrue tardies, contact me as soon as you are able.

Tardies may also be accrued if you submit asynchronous or make-up attendance assignments up to 48 hours after their assigned deadline.

3. **Final Draft Submission (Late or Missing Essays):** You must complete all four of the major essay assignments for class as well as all components of the final portfolio, and they must be handed in on time. Final draft due dates are assigned a window of time in which you must submit. If you submit your final draft after that window closes, it will be counted as Late.

Bear in mind that you must submit all the essays to pass the course. If one or more late essays are missing on the last day of class (December 2, at the beginning of class unless otherwise noted), you will not be able to pass WRIT 150.

4. **Ancillary Work:** You must complete all of the smaller writing assignments and tasks, including practice heuristics, reading responses, stylistic exercises, and so on. This work needs to be submitted on time, too. **Ancillary work will be counted as late if you do not submit on Blackboard by the specified deadline.**

You may not submit ancillary work after the final deadline window of the project during which it was assigned is closed; any work not received in by the close of the assignment cycle will count as a lapse in good faith effort (for example, you cannot turn in a reading response assigned during WP2 after WP2 final drafts are due).

5. **Good Faith Effort:** All your work needs to show signs that you are putting in serious and

focused effort. This means that you need to be an active participant in class and a good colleague for your fellow students (especially during peer review activities). It also means that your written work should meet the length requirements, and meet the expectations for the assignment prompt. Even if you submit an assignment on time, if it does not demonstrate careful ef

fort on your part, I may mark is as a lapse in good faith effort. **Additionally, if you do not submit an ancillary or asynchronous assignment, or submit an unsatisfactory assignment, it will count as a lapse in Good Faith Effort.**

Grading Breakdown:

As indicated at the beginning of this contract, if you meet the expectations of the contract, you will receive a semester grade of B for WRIT 150. If you do not meet those guidelines, your final grade will be deducted accordingly:

To achieve a grade of B or above you must: have two or fewer absences; have no late essay submissions, have two or fewer late ancillary assignments, and have two or fewer lapses in good faith effort.

Your grade will be docked one level (B-) if you have any of the following infractions: 3 absences, 3 late ancillary assignments, or 3 lapses in good faith effort.

Your grade will be docked two levels (C+) if you have any of the following infractions: 1 late essay, 4 late ancillary assignments, or 4 lapses in good faith effort.

Your grade will be docked three levels (C) if you have any of the following infractions: 4 absences, 5 late ancillary assignments, or 5 lapses in good faith effort.

Your grade will be docked four levels (C-) if you have any of the following infractions: 2 late essays, 6 late ancillary assignments, or 6 lapses in good faith effort.

Your grade will be docked five levels (D+) if you have any of the following infractions: 5 absences, 7 late ancillary assignments, or 7 lapses in good faith effort.

Your grade will be docked six levels (D) if you have any of the following infractions: 3 late essays (or one essay not submitted by the last day of class), 8 late ancillary assignments, or 8 lapses in good faith effort.

Your grade will be docked seven levels (D-) if you have any of the following infractions: 6 absences, 4 late essays (or two essays not submitted by the last day of class), 9 late ancillary assignments, or 9 lapses in good faith effort.

If you exceed any of these limits outlined above, then you will receive a course grade of F.

Note that penalties indicated on the table are cumulative. So, if you have 5 lapses in good faith effort (3 steps), plus a late essay (2 steps), your final grade will be reduced by 5 steps from your Final Portfolio grade. Or, if you have 4 absences (2 steps), plus 4 late ancillary

assignments (2 steps), your final grade will be reduced by 4 steps (so B+ on Final Portfolio would result in a Final Course Grade of C). Please note that if you are in good standing with the grading contract by the completion of the course, your grade will not be lower than a B regardless of your Final Portfolio grade.

For Grades of B+, A-, and A: These grades will be given to students based on assessment of the Final Portfolio. Starting in the last project cycle of the semester, we will, as a class, review and discuss the WRIT 150 General Evaluation Rubric in the Writing 150 Course Book to discuss how final grades will be determined.

Final Grade Determination Using Grade Deductions: In the event that your standing according to the Grading Contract means that your final grade will be deducted for an infraction, I will make the following determinations in assigning the final course grade you receive: if your grade for the Final Portfolio is higher than a B, I will lower the grade by the number of steps indicated by the table above. That is to say, if you were to receive an A on the Final Portfolio but had two grade deductions, your final grade would be a B+. However, if the deduction from your Final Portfolio score would result in a grade lower than the grade indicated in the table above, your Final Course Grade would be the higher of the two scores.

“Eraser” Clause: Each student may have one “Eraser” to use in the event that the expectations for the grading contract are not met. You may use it once at any time during the semester, and it may only be applied to erase a single infraction (meaning that, e.g., you cannot use it to erase 7 absences, or 5 late ancillary assignments, but you may erase one step deduction).

Accommodations to this Contract: I want you to succeed in this course. If you feel that you will be unable to meet the expectations of this grading contract for any reason, please contact me to discuss how I may be able to accommodate any special learning considerations.

IMPORTANT DATES

The Writing Center

The USC Writing Center (<http://dornsife.usc.edu/writingcenter>) is open to all students of the University and offers free consultations for any type of writing assignment. It is a terrific

resource, and you are highly encouraged to visit the center throughout the semester for any additional guidance on the assignments for this course or for any other course.

The Writing Center is located in Taper Hall 216. To make an appointment, create an account through their online system (<http://mywconline.usc.edu>). Be sure to bring the relevant assignment sheet, your draft, and prepared questions to your session.

Support Systems

Student Counseling Services (SCS)

(213) 740-7711 - 24/7 on call

<https://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

www.suicidepreventionlifeline.org

Provides free and confidential emotional support in suicidal crisis or emotional distress 24 hours a day, 7 days a week.)

Relationship and Sexual Violence

Prevention Services

(213) 740-4900 - 24/7 on call

<https://studenthealth.usc.edu/sexual-assault/>

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

Sexual Assault Resource Center

<https://eeotix.usc.edu/>

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website.

Office for Equity, Equal Opportunity, and Title IX

(213) 740-5086

<https://eeotix.usc.edu/>

Works with faculty, staff, visitors, applicants, and students around issues of protected class

Bias Assessment Response and Support

<https://studentaffairs.usc.edu/bias-assessment-response-support/>

Incidents of bias, hate crimes, and microaggressions need to be reported allowing for appropriate investigation and response.

The Office of Student Accessibility Services (OSAS)

<https://osas.usc.edu>

Provides certification for students with disabilities and helps arrange relevant accommodations.

Student Support and Advocacy

(213) 821-4710

<https://studentaffairs.usc.edu/ssa/>

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

Diversity at USC

<https://diversity.usc.edu/>

Information on events, programs, and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

USC Emergency Information

<https://emergency.usc.edu/>

Provides Safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety

(213) 740-4231 (UPC)

(323) 442-1000 (HSC)

<https://dps.usc.edu/>

For 24-hour emergency assistance or to report a crime. Provides overall safety to USC community.