



# USC University of Southern California

**SOCIOLOGY 313**  
Sociological Research Methods  
Spring 2023  
TTH 9:30-10:50 CPA 255

Dr. Karen Sternheimer (she/her/hers)

[sternhei@usc.edu](mailto:sternhei@usc.edu) (response time within 24 hrs M-F 9-5)

Office location: HSH 318 (Hazel and Stanley Hall Bldg)

Office hours: TTH 11:15-12:15 *Email for appointment, other appointment times may be available*

*For additional research assistance, contact Kevin Klipfel, Instructional Design & Assessment Librarian [kklipfel@usc.edu](mailto:kklipfel@usc.edu)*

Grader: Demetrius Murphy

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Office hours: Email for an appointment

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***Students are expected to comply with all aspects of USC's COVID-19 policy.***

***Please do not come to class if you have any symptoms. Every effort will be made to record class meetings but may be discontinued at my discretion. To access recordings, go to Blackboard, Zoom, and then Cloud Recordings. USC prohibits sharing of any course content outside of the learning environment. You are expected to attend class in person regularly unless you are ill or have other one-off circumstances.***

***\*\*This is a hands-on, workshop style class: missing in-person classes, failure to actively participate or turn in assignments will seriously impact your ability to succeed in this course.\*\****

## Why study research methods?

Research is the core of sociology. Understanding how to conduct research and analyze results are key skills in the twenty-first century—both for the job market and in everyday life. Research allows us to test our assumptions about the world around us and understand the difference between opinion and empirically observed reality, which is central for a thriving democracy. This class will help you become a critical consumer of information and remind you to ask, “How do we know?”

*This class will be using a problem-solving approach to learning. Note that this approach may be new, and might be anxiety-provoking at times. Expect to occasionally feel confused and even frustrated; this is part of the learning process!*

## Course Goals (and valuable job-related skills!):

- How to ask sociological research questions and formulate hypotheses;
- Identify academic sources and interpret sociological journal articles, compare and contrast research results from different studies;
- Understand the purpose of a literature review and how to create one;
- Learn qualitative and quantitative methods that sociologists use when conducting research;

- Interpret qualitative and quantitative results of research, including tables, graphs, and charts;
- Generate your own research proposal in order to conduct your own future research.

#### Student evaluation:

10%	Participation
5%	Weekly reflective entries
8%	Scholarly journal/book article worksheets
10%	Quizzes
1%	Topic statement/research question/proposed bibliography
2%	Annotated bibliography and Peer feedback
2%	Peer feedback on literature review
25%	Literature review
2%	Peer feedback on research proposal
35%	Research proposal

#### Tracking your progress:

You are expected to seek more than a grade from this course. You are responsible for seeking help from your peers or professor and for your overall progress. Use the breakdown above to calculate your grade. You can access your grades regularly on Blackboard.

#### Technology Etiquette:

E-mail is a great resource but never takes the place of a conversation. **Please include “SOCI 313” in the subject line.** Lengthy questions or concerns should be addressed during office hours or a special appointment. Emails are typically answered within one business day. **No assignments will be accepted via e-mail.** We will be using Blackboard (<https://blackboard.usc.edu>) for all course content. An online “netiquette” guide is posted on the Discussion Board.

**Cell phones must be turned off during and put away during all class meetings, and laptops or electronic devices may only be used by special permission. Multitasking (web surfing, using social media, texting, studying for another class) is expressly forbidden and will negatively impact your grade.**

#### Participation (10%):

This class is based on active student participation in discussions and activities and is designed to be hands-on and experiential. **Students are expected to attend class meetings prepared to discuss the assigned reading and participate in all activities.** If you are not able to attend class, you are expected to fully participate in the discussion board conversation on Blackboard that week. You are encouraged to participate on the discussion board even if you *are* able to attend. Discussion questions will be posted regularly.

Students are expected to welcome differing viewpoints and to respect the thoughts and ideas of all class participants, listen quietly while others are speaking, and **join and leave meetings on time.** Note that a great deal of information covered in class may not be in the readings, and vice versa. **Students are responsible for getting notes or assignments from Blackboard and other students.**

A full rubric detailing how participation is graded is posted on Blackboard on the “Syllabus and Grading” tab. Active participation in activities, comments and questions that reflect knowledge of course material, as well as courteous attention to your professor and peers are expected.

### **Weekly Reflective Entries (5%):**

Each week, you are asked to reflect on what you have learned during the week and what questions you have about the material and your project using Blackboard's Journal tool. There will be ten journal entry requirements, each worth .5% of your grade. Only you, your professor and Grader can see these entries. They are due each week of the semester by 11:59 pm PST on Fridays. You can miss 5 without penalty.

### **Scholarly Journal Article Worksheets (8%):**

You will create your own personalized syllabus based on your interests within sociology/NGOs. *Work on your reading list ASAP.* Throughout the semester, on dates noted you will be responsible for finding and reading **two** articles from any of the journals listed below (contact me for approval for a different journal):

American Journal of Sociology	Journal of Marriage & Family
American Sociological Review	Criminology
Symbolic Interactionism	Deviant Behavior
Ethnography	Social Forces
Gender & Society	Social Problems
Journal of Health & Social Behavior	Sociological Forum
Sociological Perspectives	Socius
Qualitative Sociology	The Sociological Quarterly
Sociology of Education	Sociology of Race & Ethnicity
<b>NGO Journals:</b>	
Voluntas: International Journal of Voluntary and Nonprofit Organizations	
Nonprofit and Voluntary Sector Quarterly	Nonprofit Quarterly

You will complete a journal article review worksheet (template posted on Blackboard) that includes a summary of what the study was about, its major research question, its method, sampling procedure, and findings for each article you find.

Your CORE journal is one of the journals listed above that is most closely related to your topic of interest. *These worksheets will help you learn how to read and take notes from scholarly work, the building blocks of this course's major assignments. These articles should focus on a central topic of interest, which you will study for the semester and will be the focus of your literature review and proposal.*

Each of the worksheets will be graded Credit/Partial Credit/No Credit; No late worksheets will be accepted:

1. **CORE** journal articles (2) worksheets assignment 1 (1%)
2. **CORE** journal articles (2) worksheets assignment 2 (1%)
3. **ETHNOGRAPHY** book worksheet (2%)
4. **IN-DEPTH INTERVIEW** book or 2 journal articles (*any* journal listed above) worksheets (2%)
5. **SURVEY** journal articles (2) worksheets (*any* journal listed above) (2%)
6. **MAKE-UP/extra credit** worksheets (2 journal articles from journals listed above or 1 book) (Up to 2%)

**Books must be written by sociologists or specialists in NGOs.**

**Annotated bibliography/Peer Feedback (2%):**

An annotated bibliography is a list of sources with a brief summary under each citation. In preparation for the literature review assignment, you will complete an annotated bibliography that contains a one to two sentence summary of *at least eight sources* along with a brief explanation (one sentence) of how this source is related to your project. This is graded Credit/Partial Credit/No Credit and is worth 1% of your course grade; the peer feedback will ensure that citations are properly formatted and that your explanations are clear. The feedback is also graded Credit/Partial Credit/No Credit and is worth 1% of your course grade.

**Quizzes (10%):**

Each Thursday by 5pm there will be a 15-point quiz posted on Blackboard, due by 9:15 am on the following Tuesday. You should use readings and notes to respond to this quiz. Quiz questions will come from the previous week's readings, exercises, and discussion and are meant to provide an opportunity for you to learn and review the material. *Focus on learning rather than the acquisition of points.*

Quizzes **cannot be made up** under any circumstance, but you can miss up to **75** questions without penalty (there will be at least **225** questions total). You may earn extra credit or make up missed quizzes by answering more than **150** questions correctly (adding up to approximately 3% extra credit to your course grade).

**Topic statement/research question/proposed bibliography (1%):**

You will complete a draft of the topic statement worksheet (details posted on Blackboard) with your topic, your specific sociological research question, and proposed bibliography, refine it during our in-class activities, and turn it in again the following week. You will receive feedback that will assist you for the literature review assignment. It will be graded Credit/Partial Credit/No Credit.

**Literature review (25%):**

We will learn how to write a literature review during the first part of the course. A literature review is a detailed examination of research related to one's one topic of inquiry. A major part of this course will involve creating a hypothetical research project—one that you could carry out in the future, perhaps as an honors thesis or during a future class. Instead of a midterm, you will turn in a literature review based on the topic that you have chosen and read about. **Instructions for this assignment are posted on Blackboard within the Assignments tab. Late papers will be reduced 10% per day; 5% if turned in after the start of class on the due date.**

**Peer review of literature review (2%)**

Peer review is a central part of scholarship—peers often provide feedback before researchers submit their work for publication, and the decision of whether or not to publish is based on peer review.

Before your literature review is graded, you will upload a detailed outline of your literature review on Blackboard using the Peer Assessment tool. A classmate will anonymously read your submission and provide you with detailed feedback based on the assignment checklist and provide suggestions for improving your work before the due date.

Your classmate **will not** grade your work, but the *peer reviewer* will be evaluated based on the helpfulness of the suggestions or the explanation of what and why the draft fulfilled the requirements of a literature review. The questions for the reviewer are based on the outline for the assignment posted on Blackboard. If you do not turn in a draft, you will not be eligible to complete a peer review and forfeit this portion of the grade. **No late drafts or reviews accepted.**

You will also be evaluated by how well you incorporate any feedback into the literature review you turn in on **3/9**.

#### **Research proposal (35%):**

The central goal of this class is to write a full research proposal, which enables you to apply what you have learned over the course of the semester.

For your final project, you will turn in a document that includes an introduction, your *revised* literature review, your method, your proposed study's limitations, and ethical concerns of your proposed study. You will not carry out this study for this course, but are encouraged to do so during a future course (such as SOCI 325) or for an honors thesis (see the [USC Sociology website](#) for more information). **Instructions for this assignment are posted on Blackboard.**

#### **Peer review of research proposal (2%):**

As with the literature review, before you submit the full proposal for evaluation, a classmate will anonymously read a draft of two parts (1% for each section) of your proposal and give you detailed feedback and suggestions for improving your work before the due date.

Your classmate **will not grade** your work; as with the peer review of the literature review, the *reviewer* will be evaluated based on the helpfulness the suggestions or the explanation of what and why the draft fulfilled the requirements of the proposal.

You will also be evaluated by how well you incorporate any useful feedback into the proposal you turn in. **No late drafts or reviews accepted.**

All assignments must reflect original work and must not contain sections cut and pasted from other sources. All take-home assignments must be turned in on Blackboard's Turnitin site to generate an originality report. Plagiarism will not be tolerated and consequences will be in accordance with university policy. Any papers that are dramatically different in style and content from previous work will require an oral exam. Failure to appear or to successfully demonstrate that the work is your own *within one week* of notification will result in a failing grade and will be reported to the University. **Please see Blackboard for USC Code of Ethics and student resources.**

Finally, grades are earned, they are not given. It is your responsibility to do the best work you are capable of producing. Special individual opportunities for extra credit violate university policy and will not be considered. ***Nitpicking over points is discouraged, as it reveals a commitment to a grade rather than to learning. Once assigned, grades will not be changed unless a mathematical error occurred.*** Continued enrollment in this course indicates acceptance of class policies.

**\*\*Any special learning needs should be brought to my attention as soon as possible.\*\***

**Required readings:** Many readings will come from everyday sociology blog.com; all readings will be accessible on Blackboard. **Please be ready to discuss them during class meetings.** Several of the readings for this class will be those that you select based on your interests.

**\*\*These dates are estimates and subject to change at my discretion\*\***

	Date	Topic/Assignment	Reading
<b>RESEARCH BASICS</b>			
1	T 1/10	Why research matters	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "Getting Excited About Research Methods"</a></li> <li>• <a href="#">Sternheimer, "What is Sociological Research?"</a></li> </ul>
2	TH 1/12	What is sociological research?	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "What Makes a Research Question Sociological?"</a></li> <li>• <a href="#">Raskoff, "How We Know: Opinions and Assumptions vs. Empirical Reality"</a></li> <li>• <a href="#">Kaufman, "Doing Sociology"</a></li> </ul>
3	T 1/17	Reading journal articles	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "How to Read a Sociological Journal Article for Beginners"</a></li> <li>• Matthew Desmond, Andrew V. Papachristos, &amp; David S. Kirk, "Police Violence and Citizen Crime Reporting in the Black Community"</li> </ul>
4	TH 1/19	Finding journal articles	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "How to Find Reliable Data"</a></li> <li>• <a href="#">Sternheimer, "Getting Your Sociology Research Project Started"</a></li> <li>• <a href="#">Sternheimer, "What is Peer Review?"</a></li> </ul>
5	T 1/24	Interpreting tables and graphs, rates, percentages	<ul style="list-style-type: none"> <li>• Best, "Confusing Numbers," from <i>More Damned Lies and Statistics: How Numbers Confuse Public Issues</i></li> </ul>
6	TH 1/26	Interpreting numbers, continued <b>READ TWO CORE JOURNAL ARTICLES/COMPLETE WKSHT</b>	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "Interpreting Numbers in Context"</a></li> <li>• Mutchnick &amp; Berg, "Table Reading" (pp. 2-5)</li> </ul>
<b>CONCEPTUALIZING YOUR PROJECT</b>			
7	T 1/31	Connecting theory with research <b>DRAFT OF TOPIC STATEMENT AND READING LIST DUE</b>	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "Joining the Conversation: Why Study Theory?"</a></li> <li>• <a href="#">Sternheimer, "Theories and Hypotheses"</a></li> <li>• C.J. Pascoe, "Making Masculinity: Adolescence, Identity, and High School" (pp. 1-15)</li> </ul>
8	TH 2/2	Asking sociological research questions <b>READ TWO CORE JOURNAL ARTICLES/COMPLETE WKSHT</b>	<ul style="list-style-type: none"> <li>• <a href="#">Kaufman, "Asking Sociological Research Questions"</a></li> <li>• <a href="#">Sternheimer, "Research Questions: Less is More"</a></li> </ul>
9	T 2/7	Conceptualizing and operationalizing variables <b>TOPIC STATEMENT WKSHT DUE</b>	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "Are Social Scientists Anti-Social? How to Test Hypotheses"</a></li> <li>• <a href="#">Kaufman, "Mindfulness and Methodological Confusion"</a></li> </ul>

10	TH 2/9	Creating and testing hypotheses	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "Probability vs. Certainty"</a></li> <li>• <a href="#">Sternheimer, "Crossword Puzzles and the Null Hypothesis"</a></li> <li>• <a href="#">Lainer-Vos, "Climate Change and Statistical Inference"</a></li> </ul>
11	T 2/14	Research rationale and components of a lit review <b>ANNOTATED BIBLIOGRAPHY DUE</b>	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "How (and Why) to Write a Literature Review"</a></li> <li>• <a href="#">Sternheimer, "Don't Ask an "Expert:" Read the Research"</a></li> </ul>
12	TH 2/16	Identifying gaps in the literature <b>PEER FEEDBACK OF ANNOTATED BIBLIOGRAPHY DUE</b>	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "What are Gaps in the Literature?"</a></li> <li>• Sternheimer, "Learning from the Literature: How to Find Categories and Themes"</li> </ul>
<b>METHODS</b>			
13	T 2/21	Choosing a method <b>DRAFT OF LIT REVIEW DUE</b>	<ul style="list-style-type: none"> <li>• <a href="#">Inniss, "Scoop of Ice-cream or Pizza? Choosing the Right Research Method"</a></li> <li>• <a href="#">Inniss, "Matching Research Methods to Research Questions"</a></li> </ul>
14	TH 2/23	Ethnography <b>READ ONE BOOK THAT USES ETHNOGRAPHY/WKSHT</b>	<ul style="list-style-type: none"> <li>• <a href="#">Wright, "Where to Sit: Doing Qualitative Research"</a></li> <li>• C.J. Pascoe, "Making Masculinity: Adolescence, Identity, and High School" (pp. 15-24)</li> <li>• <a href="#">Sternheimer, "Nonfiction for Beginners"</a></li> </ul>
15	T 2/28	Ethnography	<ul style="list-style-type: none"> <li>• Pascoe, appendix</li> <li>• <a href="#">Sternheimer, "Researcher Reflexivity: Why who we are Matters"</a></li> <li>• <a href="#">Kaufman, "The Ethics of Ethnography"</a></li> </ul>
16	TH 3/2	Interviews/Focus groups <b>PEER FEEDBACK OF LIT REVIEW DUE</b>	<ul style="list-style-type: none"> <li>• Armstrong &amp; Hamilton, <i>Paying for the Party</i> appendix</li> <li>• <a href="#">Sternheimer, "Guys Like Me"</a></li> <li>• <a href="#">Sternheimer, "What Makes an Interview Sociological?"</a></li> </ul>
17	T 3/7	Writing a literature review	Sternheimer, "Writing a Literature Review: Connecting Past Studies with Your Research"
18	TH 3/9	Analyzing qualitative data: Coding and finding themes <b>LIT REVIEW DUE</b>	<ul style="list-style-type: none"> <li>• Armstrong &amp; Hamilton, <i>College Pathways and Post-College Prospects</i></li> <li>• Mutchnick &amp; Berg, "Qualitative Data" (pp. 183-192)</li> </ul>
19	T 3/21	Comparative historical	<ul style="list-style-type: none"> <li>• Sternheimer, <i>Celebrity Culture and the American Dream</i>, introduction</li> <li>• <a href="#">Sternheimer, "What is Comparative Historical Research: The Intersection between Sociology and History"</a></li> </ul>
20	TH 3/23	Survey question construction <b>READ TWO IN-DEPTH INTERVIEW JOURNAL ARTICLES/BOOK WKSHT</b>	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "The Art and Science of Survey Writing"</a></li> <li>• <a href="#">Sternheimer, "A Random Invitation: The American Community Survey"</a></li> <li>• <a href="#">Sternheimer, "Sociology and the Census"</a></li> </ul>



21	T 3/28	Survey sampling and administration	<ul style="list-style-type: none"> <li>• Mutchnick &amp; Berg, "Sampling and Design"</li> <li>• <a href="#">Inniss, "Does N Equal One? Random and Nonrandom Sampling"</a></li> <li>• <a href="#">Raskoff, "Sampling Bias and Twitter"</a></li> <li>• </li> </ul>
22	TH 3/30	Using existing survey data sets <b>READ TWO SURVEY JOURNAL ARTICLES/WKSHT</b>	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "Who do You Want to Learn About?"</a></li> </ul>
23	T 4/4	Content analysis	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "Doing Research while Watching Sports Center"</a></li> <li>• <a href="#">Weffer, et al. "Taking a Knee"</a></li> <li>• <a href="#">Sternheimer, "One and Done: Gender and Sports Coverage"</a></li> </ul>
24	TH 4/6	Experiments	<ul style="list-style-type: none"> <li>• Pager, "The Mark of a Criminal Record"</li> </ul>
25	T 4/11	Evaluation Research <b>DRAFT OF METHODS SECTION DUE</b>	<ul style="list-style-type: none"> <li>• <a href="#">Linneman, "Share, Show, and Tell: Group Discussion or Simulations Versus Lecture Teaching Strategies in a Research Methods Course"</a></li> <li>• <a href="#">Sternheimer, "Applied Sociology: Evaluation Research 101"</a></li> </ul>
<b>PUTTING IT ALL TOGETHER</b>			
26	TH 4/13	Conducting research ethically <b>MAKE UP/EXTRA CREDIT WKSHTS DUE (OPTIONAL)</b>	<ul style="list-style-type: none"> <li>• Duneier, <i>Sidewalk</i> appendix</li> <li>• Mutchnick &amp; Berg, "Research Ethics"</li> </ul>
27	T 4/18	Ethics and institutional review boards <b>PEER FEEDBACK OF METHODS SECTION DUE</b>	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "Reality Television and Researching Children: Ethical Issues"</a></li> <li>• <a href="#">Inniss, "Institutional Review Boards: Why Do We Need Them?"</a></li> </ul>
28	TH 4/20	Connecting data with theory	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "Connecting the Dots: Linking Theory with Research"</a></li> <li>• <a href="#">Sternheimer, "Connecting the Dots II: Linking Theory with Research, Revisited"</a></li> </ul>
29	T 4/25	Answering a research question <b>DRAFT OF ETHICS/LIMITATIONS SECTION DUE</b>	<ul style="list-style-type: none"> <li>• <a href="#">Sternheimer, "How to Speak Sociologese"</a></li> <li>• Raskoff, "<a href="#">Revisiting Research</a>"</li> <li>• Raskoff, "<a href="#">Interpreting Research Results: Probabilities, Not Certainties</a>"</li> </ul>
30	TH 4/27	Democracy, data, and the future <b>PEER FEEDBACK OF ETHICS/LIMITATIONS SECTION DUE</b>	<ul style="list-style-type: none"> <li>• <a href="#">Kaufman, "Because I'm a Sociologist...."</a></li> <li>• Sternheimer, "<a href="#">Main Points: What I Want my Students to Learn</a>"</li> <li>• Sternheimer, "<a href="#">Why Social Research Matters</a>"</li> <li>• <a href="#">King, "The 2020 Census: Help Wanted"</a></li> <li>• Sternheimer, "<a href="#">What Sociology Students Should Know about 'Think Tanks'</a>"</li> </ul>

**RESEARCH PROPOSAL DUE TUESDAY May 9 at 10 am PDT on Blackboard**



### Full citations for readings (except Everyday Sociology Blog posts)

Armstrong, Elizabeth A. and Laura T. Hamilton. 2015. *Paying for the Party: How College Maintains Inequality*. Cambridge: Harvard University Press.

Best, Joel. 2004. *More Damned Lies and Statistics: How Numbers Confuse Public Issues*. Berkeley: University of California Press.

Desmond, Matthew, Andrew V. Papachristos, & David S. Kirk. 2016. "Police Violence and Citizen Crime Reporting in the Black Community." *American Sociological Review* 81(5): 857-876.

Duneier, Mitchell. 2000. "Appendix." Pp. 333-357 in *Sidewalk*. New York: Farrar, Straus and Giroux.

Linneman, Judith A. 2018. "Share, Show, and Tell: Group Discussion or Simulations Versus Lecture Teaching Strategies in a Research Methods Course." *Teaching Sociology* 47 (1): 22-31.

Mutchnick, Robert J. and Bruce L. Berg. 1996. *Research Methods for the Social Sciences: Practice and Applications*. Boston: Allyn & Bacon.

Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108 (5): 937-975.

Pascoe, C.J. 2007. *Dude, You're a F\*\*\*: Masculinity and Sexuality in High School*. Berkeley: University of California Press.

Sternheimer, Karen. 2015. *Celebrity Culture and the American Dream: Stardom and Social Mobility*. 2nd ed. New York: Routledge.

Weffer, Simón E., Rodrigo Dominguez-Martinez, and Raymond Jenkins. 2018. "Taking a Knee." *Contexts* 17 (3): 66-68.

## ACADEMIC CONDUCT & SUPPORT SYSTEMS

### **Academic Integrity:**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 - 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages - 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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) 442-1200 - 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.