



CTAN 280 – Intermediate 3-D Game Character Animation

Fall 2023 | Lecture-Lab

Section 17852 | Units: 4

Day/Time: Monday + Wednesday 6:30 – 8:20 PM | Classroom: SCI L113

Instructor: Duane Loose

Office: SCI 204 F

Office Hours: M, W 3-5 PM | via Zoom on request

Contact Info: dloose@usc.edu

TA: Nina Ceklic

Contact Info: ceklic@usc.edu

Office Hours: TBD

IT Help

Hours of Service: TBA

Contact Info: techsupport@cinema.usc.edu phone: 213-740-6608

Course Description

Intermediate-level course creating character animation for games. Focus is on professional practice and collaboration, 3d animation production, principles, presentation and critique, mastering the technology learning process, and building your branded portfolio and web presence.

Prerequisite(s):

CTAN 452 Introduction to 3D Computer Animation or ITP 215 Introduction to 3D Modeling, Animation, and Visual Effects

Learning Objectives

By the end of this course, students will be able to:

- Use industry standard software and tools to animate 3D characters for games
- Employ functional critique to improve their work
- Access online resources to discover and learn existing and emerging animation tools
- Identify opportunities and future career tracks in the field of 3D animation
- Work collaboratively in small groups and individually using critique and feedback for iteration
- Create and maintain a portfolio showing their work and creative process
- Present their work using professional documentation and presentation techniques.

Technological Proficiency and Hardware/Software Required

- Autodesk Maya
- Adobe Creative Cloud (may be optional)
- MS Office: for written critique, style guides, and presentations
- [USC Computing Center Laptop Loaner Program](#).
- USC Technology Support Links:
 - [Zoom information for students](#)
 - [Blackboard help for students](#)
 - [Software available to USC Campus.](#)

Game Art Projects/Portfolio

All game art courses are built around projects intended to unlock your creative potential, hone your ability for useful and actionable critique, advance your learning capacity, and build your “work-ready” professional portfolio.

CTAN 280 projects include, but are not limited to:

- Animated individual short videos illustrating the 12 principles of animation
- Your portfolio website and behance course project
- Animated videos showing:
 - Walk, run, special action, and death
 - Lip synch
 - Use of Mo-cap data
- 11 Second Club Project: <https://www.11secondclub.com/>
- Tech-art style guides detailing the process of migrating your work into Unreal and Unity game engines

Learning Resources

- Autodesk Help (official Site): <https://bit.ly/3qlqwEo>
- Maya Learning Channel on YouTube: <https://bit.ly/44j8XJ0>
- 3D Maya Animation – Excellent intro course on YouTube: <https://bit.ly/3E7bwTP>
- Alan Becker - 12 Principles of Animation: <https://bit.ly/3OEwnml>
- beHance: <https://www.behance.net/>
- Artstation (pro level): <https://bit.ly/45zLgwT>
- [Zoom information for students](#)
- [Blackboard help for students](#)
- [Software available to USC Campus](#)
- [Autodesk Student Software](#)
- [Adobe Creative Cloud for Students](#)
- [Blender](#)

Use of Social Media in class

We will access the interwebs for in-class assignments. However, the in-class use of social media, including text messaging and internet messaging are excluded from class unless explicitly permitted by the instructor. A 0.5% grade reduction will result from each occurrence of a student being found using them.

Using Blackboard: Learning Content Management System

All course materials including grading, attendance, assignment descriptions and submission guidelines, lecture topics, lab activities, course announcements, updates, and so forth will be posted on Blackboard.

Course components include the following:

- Course meeting check-in and check-out “quizzes”. (***purpose:*** track accountability to homework and in-class assignment submission)
- Lecture in-class assignments
- Lab in-class assignments
- Homework assignments and critique
- Project completion verification
- Written participation in critique when assigned
- Grading
- Sketchbooks
 - Bring analog note taking materials, sketchbooks, or other materials for brainstorming, note taking, sketching, and design work. See Duane or Nina if you require accommodations.

Use of Pre-made assets

Some rigged assets will be provided. You may also use premade rigged assets of your choice. Except for our Mo-cap exercise you must always use your own animation work (keyframes, graph editor etc.) for assignments.

Attendance Policy

Punctual attendance at all classes is mandatory. Students arriving more than five minutes late to three classes, more than ten minutes late to a single class, or leaving early, will be marked as having an absence from class. If you must be absent, contact your professor **before** class starts.

Absences Affecting Grading

- Two absences: lowers grade one full grade point (e.g. from A to B)
- Three absences: lowers grade two full grade points
- Four or more absences: request to withdraw from course (instructor’s discretion)

GRADING

Timeline and Submission

All homework assignments are due at the beginning of class. Homework assignments will be graded within one week after submission. Feedback and critique for the improvement of quality will be given for select examples during class time. Based on critique you may revise and resubmit assignments for a better grade within two weeks of the original due date. Extra credit assignments may be available.

Assignments are submitted according to the due dates on Blackboard. All assignments use a checklist rubric to guide the completion of your work. Assignments are graded on:

- Professional practice (naming conventions, delivery (format/posting location and date, etc.)
- Level of completion
- Collaboration and critique
- Iterative improvement (revise and resubmit)

Participation

Participation is based on checking in and out of class and completing in-class assignments as directed.

Points Breakdown

<i>Assignments (20% of Grade)</i>	<i>% of Grade</i>	<i>Due</i>
<i>In-class lecture and lab assignments</i>	<i>5</i>	<i>Day of class</i>
<i>Class Check-In Check-out</i>	<i>5</i>	<i>Day of class</i>
<i>Sketchbook/Journal</i>	<i>5</i>	<i>Verified weekly</i>
<i>Progress Homework</i>	<i>10</i>	<i>Day of class</i>
<i>PROJECTS (80% of Grade)</i>		<i>As Scheduled</i>
<i>12 Principles Project</i>	<i>15</i>	<i>Week 6</i>
<i>Personal and Team Branding (includes website + behance setup)</i>	<i>20</i>	<i>Weekly Updates</i>
<i>Engine Integration Project – Run, Walk, Signature move (w/Mocap)</i>	<i>15</i>	<i>Week 10</i>
<i>11 Second Animation Project (depending on student progress)</i>	<i>15</i>	<i>Week 14</i>
<i>Final Portfolio Website + behance Final Written exam</i>	<i>10</i>	<i>Week 15</i>
<i>TOTAL</i>	<i>100</i>	

Grading Scale

<i>Letter grade</i>	<i>Corresponding numerical point range</i>
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Basic Grading Rubric

<i>Graded Element</i>	<i>% of grade</i>
Proper naming convention	10
All required elements complete and present	60
Assignment posted on time in the location required	10
Provided written critique as assigned	10
Presentation (in-class, website, behance)	10

Course Schedule Basic Outline

CTAN 280 meets twice a week on Monday and Wednesday.

- Class agenda basic outline:
 - Check-in
 - Homework review and critique
 - Lecture / Lab topic introduction and activity
 - Submit in-class work
 - Check-out

Detailed Course Schedule

- Attached to this PDF after this page
- View on Blackboard

CTAN 280 Intermediate Character Animation for Games: SCI L113

Week	Date	Day	Lecture	Lab	In class Assignments	Homework Due Next Class
1	8/21/2023	M	Syllabus / Course review	Squash & Stretch + Anticipation	Read and Respond + Email	Website Behance Portfolio Setup
			Team Set-up and Branding	Process + Tool Resources	Course Tech Survey	Learning Styles Assessment (2 Points Extra)
			Principles of Animation Project		Website link	Team Set-up and Branding
					Check-Out	Squash & Stretch + Anticipation
	8/23/2023	W	Critique + Presentation	Staging + Straight Ahead & Pose to Pose	Check-In	
			Homework Review and Critique	Process + Tool Resources	Discussion Thread: In-Class Critique	
				Check-Out	Staging + Straight Ahead & Pose to Pose	
2	8/28/2023	M	Homework Review and Critique	Follow Through & Overlapping Action + Slow In & Out	Check-In	
			Engine Integration Project	Process + Tool Resources	Discussion Thread: In-Class Critique	
					Check-Out	Follow Through & Overlapping Action + Slow In & Out
	8/30/2023	W	Homework Review and Critique	Arcs + Secondary Action	Check-In	
			Production Process: Overview	Discovery Guide	Engine Integration Rough Discovery Guide	
				Process + Tool Resources	Check-Out	Engine Integration Final Discovery Guide
					Arcs + Secondary Action	
3	9/4/2023	M	Labor Day Holiday			
						Timing + Exaggeration
	9/6/2023	W	Homework Review and Critique	Solid (Drawing) + Appeal	Check-In	
			Presentation - Branded Videos	In-class Work: Poses	Discussion Thread: In-Class Critique	
Pre-production: Using Reference				Discussion Thread: Links to Reference	Discussion Thread Styleguide: Poses	
				Check-Out	Solid (Drawing) + Appeal	

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4	9/11/2023	M	Homework Review and Critique	In-class Work: Idles	Check-In	
			Critique + Presentation	Finding and Using Reference	Discussion Thread: Links to Reference	
			Production Process: Production	Process + Tool Resources		
					Check-Out	Branded Video: Idles
	9/13/2023	W	Critique + Presentation	In-class Work: Walk Cycle	Check-In	
			Production Process: Finaling	Process + Tool Resources	Discussion Thread: Test Your Work	
Test Your Work before Integration						
				Check-Out	Branded Video: Walk Cycle	
5	9/18/2023	M	Critique + Presentation	In-class Work: Run Cycle	Check-In	
			MAYA > Unity Workflow	Process + Tool Resources	Discussion Thread: In Class Progress	
			Reducing Uncertainty			Discussion Thread: Testing MAYA > Unity Workflow
				Check-Out	Branded Video: Run Cycle	
	9/20/2023	W	Critique + Presentation	In-class Work: Signature Action	Check-In	
			Review Discussion Thread: Testing MAYA > Unity Workflow	Process + Tool Resources	Discussion Thread: In Class Progress	
Client Relations: The Three Dimes					Discussion Thread: Final MAYA > Unity Workflow	
		Using MoCap		Check-Out	Branded Video Using Mocap: Signature Action	
6	9/25/2023	M	Critique + Presentation	In-class Work: Death	Check-In	
			Review Discussion Thread: Final MAYA > Unity Workflow	Process + Tool Resources	Discussion Thread: In Class Progress	
			MAYA > Unreal Workflow			Discussion Thread: Testing MAYA > Unreal Workflow
			Using MoCap		Check-Out	Branded Video Using Mocap: Death
	9/27/2023	W	Critique + Presentation	In-class Work: MAYA > Unreal Workflow	Check-In	
			Review Discussion Thread: Testing MAYA > Unreal Workflow	Process + Tool Resources	Discussion Thread: In Class Progress	
					Discussion Thread: Final MAYA > Unreal Workflow	
				Check-Out	Discussion Thread: Update: Portfolio Websites	

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7	10/2/2023	M	Review: Portfolio Websites	Plan for: Take a Breath! Revise, Repost and Catch-up	Check-In	Take a Breath! Revise, Repost and Catch-up
					Discussion Thread: Week 7 Plan	
					Check-Out	
	10/4/2023	W	Project Revisions: Critique + Presentation		Check-In	Online: Mid-Term Exam
		Discussion Thread: In-Class Critique				
		Check-Out				
8	10/9/2023	M	Review: Mid-Term Exam - 1:1 Grade Review	Process + Tool Resources: Sound Track, Phonemes, Acting References	Check-In	Discussion Thread: Discovery Guide - Thumbnail Storyboards
			Project Intro: 11 Second Animation Challenge		Discussion Thread: Links to Resources	
					Check-Out	
	10/11/2023	W	Review: Thumbnail Storyboards	Setting up: Sound in Maya	Check-In	Discussion Thread Video: Setup Phoneme Animation
			Setup: Phoneme Animation		Discussion Thread: In Class Progress	
					Check-Out	
9	10/16/2023	M	Review First Pass: Phoneme Animation	Refine: Phoneme Animation	Check-In	Discussion Thread Video: Final Test Phoneme Animation
					Discussion Thread: In Class Progress	
					Check-Out	
	10/18/2023	W	Review: Final Test: Phoneme Animation	In-class Work: Blocking: Body, Head, Hands	Check-In	Discussion Thread: Rough Blocking: Body, Head, Hands
			Blocking: Body, Head, Hands		Discussion Thread: In Class Progress	
		Expression + Emotion			Check-Out	
10	10/23/2023	M	Review Rough Blocking: Body, Head, Hands	In-class Work: Refine Blocking: Mouth, Eyes, Expression	Check-In	Discussion Thread: Rough Blocking: Face and Body Combo
			Blocking: Mouth, Eyes, Expression		Discussion Thread: In Class Progress	
			Remember the Principles!		Check-Out	
	10/25/2023	W	Review + Critique: Rough Blocking: Face and Body Combo	In-class Work Refining: Blocking: Face and Body Combo	Check-In	Discussion Thread: First Pass Final Blocking: Face and Body Combo
				Discussion Thread: In Class Progress		
				Check-Out		

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Week	Date	Day	Lecture	Lab	In class Assignments	Homework Due Next Class
11	10/30/2023	M	Review and Critique First Pass Final Blocking: Face and Body Combo	In-class Work: Refining Blocking: Face and Body Combo	Check-In	Discussion Thread: Final Blocking: Face and Body Combo
			Remember the Principles!		Discussion Thread: In-Class Critique	
	11/1/2023	W	Review Final Blocking: Face and Body Combo		Check-Out	
				Discussion Thread: In-Class Critique		
				Check-Out		
12	11/6/2023	M	Review and Critique Second Pass: Blocking: Face and Body Combo		Check-In	Discussion Thread Final Blocking: Face and Body Combo
			Discussion Thread: In-Class Critique			
			Check-Out			
	11/8/2023	W	Review and Critique Final Blocking: Face and Body Combo	In-class Work Final: 11 Second Animation Challenge	Check-In	Discussion Thread Final Branded Video 11 Second Animation Challenge
Discussion Thread: In-Class Critique						
Check-Out						
13	11/13/2023	M	Review and Critique Final Branded Video: 11 Second Animation Challenge		Check-In	Discussion Thread: Final Portfolio Website + BeHance Project Plan
			Discussion Thread: In-Class Critique			
	Planning Your Final Portfolio Website + BeHance Project Plan		Check-Out			
	11/15/2023	W	Review: Final Portfolio Website + BeHance Project Plan	In-class Work: Final Portfolio PPT Presentation	Check-In	Discussion Thread: First Pass Final Final Portfolio PPT Presentation
Outline: Final Portfolio PPT Presentation			Discussion Thread: In Class Progress			
				Check-Out	Discussion Thread: First Pass Final Final Portfolio Website + BeHance Project	

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Week	Date	Day	Lecture	Lab	In class Assignments	Homework Due Next Class
14	11/20/2023	M	Review and Critique Final Portfolio Website + BeHance Project	In-class Work: Final Portfolio PPT Presentation	Check-In	Discussion Thread: Final Portfolio PPT Presentation
			Review and Critique Final Portfolio PPT Presentation	In-class Work: Final Portfolio Website + BeHance Project	Discussion Thread: In-Class Critique	Discussion Thread: Final Portfolio Website + BeHance Project
					Check-Out	
	11/22/2023	W	Thanksgiving Holiday			
15	11/27/2023	M	Labwork: Revised Projects, Final Portfolio PPT Presentation, Final Portfolio Website + BeHance Project		Check-In	Discussion Thread: Final Portfolio PPT Presentation, Final Portfolio Website + BeHance Project
					Discussion Thread: In-Class Critique	
					Check-Out	
	11/29/2023	W	Review: Careers in Game Art	In-class Work:	Check-In	Final Projects + Written Exam
		1:1 Grade Review		Check-In		
End of Term Important Dates			Date	Note	Where to Post	
			12/1/2023	Last Day of Classes Fall 2023		
			12/13/2023	Final Portfolio PPT Presentation, Final Portfolio Website + BeHance Project	Online	Post Links on Blackboard
			12/13/2023	CTAN 280 Final Written Exam	Online	Blackboard
			12/14/23 - 01/07/2024	Winter Recess	Have a Good Break - See you in Spring 2024	

Classroom Norms

Diversity

It is important that you consider diversity when creating games in a professional and ethical way. Ask yourself these questions:

- Who is depicted and how will this work impact others?
- What kinds of individuals and communities are represented in your work?
- What point of view does your work express?

Creating work that includes diverse viewpoints may discuss racial, religious, gender and sexual orientation issues in the context of games and interactive media.

Diversity and Inclusion

Diversity and Inclusion are foundational to the SCA community. We are committed to fostering a welcoming and supportive environment where students of all identities and backgrounds can flourish. The classroom is a safe space for open discussion of ideas and self-expression. However, SCA will not tolerate verbal or written abuse, threats, harassment, intimidation or violence against person or property. If students are concerned about these matters in the classroom setting they are encouraged to contact their SCA Diversity and Inclusion Liaison

- <http://cinema.usc.edu/about/diversity.cfm>
- e-mail: diversity@cinema.usc.edu

You can also report discrimination based on a protected class here:

- <https://equity.usc.edu/harassment-or-discrimination/>

Disruptive Student Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action.

Creating an Inclusive Space

In this class, we make a commitment to foster a welcoming and supportive environment where students of all identities and backgrounds can flourish. This means that you will be expected to offer content warnings when appropriate, use students' stated pronouns, and respect self-identifications. While debate and discussion are welcome, please remain aware of the implications of your words and the images that you include in your work. If the instructor or another student points out something problematic, avoid being defensive; this is a valuable opportunity for us to grow and learn together. If you have a concern about any aspect of the class, you are welcome to speak with the instructor or the advisor for the division.

Additional Policies

Students are expected to treat each other with respect, listen to each other, and work together towards a shared, collaborative, healthy work culture. Any student found to be disruptive or engaging in behavior that doesn't meet the standards of respectful teamwork may be asked to leave by the instructor.

If you experience any problems with a fellow student regarding their work, please bring your concerns to your instructor.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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](#).

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, compromises 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.

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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. You may contact OSAS at (213) 740-0776 or via email at 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

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