![USC Annenberg]

COMM 385: Organizational Communication
4 Units

Spring 2024 – Tuesday, Thursday – 2:00-3:20 PM
Section: 20590
Location: ANN L101

Instructor: Dr. Marlon Twyman
Office: ASC 121
Office Hours: Thursdays at 3:30-4:30 PM or By Appointment
Contact Info: marlontw@usc.edu; (213) 740-9689

Teaching Assistant: Steven Proudfoot
Office: Location here
Office Hours: Tuesdays at 12:30-1:30 or By Appointment
Contact Info: sproudfo@usc.edu

Course Description

Organizations hold paramount importance in society. Within them, people communicate with others to navigate the rules and norms of their organizational environment. To succeed in an organization, one must recognize the value of communication as the process responsible for conducting formal and informal interactions.

This course introduces numerous topics to describe the internal functioning of organizations. There are four modules of course instruction:

1. **Fundamentals of Organizing**
2. **Infrastructure for Organizational Communication**
3. **Organizational Environment**
4. **Interpersonal Relationships and Dynamics at Work**

Students will learn about concepts related to governing and controlling human behavior in large social settings. Through individual writing assignments, presentations, and group collaboration, students will interrogate organizational scholarship. By the end of the semester, students will have exposure to many aspects of organizational communication and strategies for social engagement in organizations.

Student Learning Outcomes

To provide a set of skills for students to engage in effective organizational communication, the course is designed to achieve the following learning objectives:

1. **Summarize and interpret published research articles**
2. **List strategies to facilitate effective organizational communication**
3. **Describe different social interactions in organizations**
4. **Assess course topics to evaluate organizational communication as a social process**
5. **Synthesize and communicate impressions to support professional planning and development**

Prerequisite(s): None
Recommended Preparation: None

Course Notes

Dr. Twyman expects consistent attendance, participation, and dialogue within the classroom environment. Blackboard and Google Drive will contain course materials (e.g., lecture slides, readings, etc.).

Technological Proficiency and Hardware/Software Required

The course requires the following software technologies freely available through USC

- Blackboard: blackboard.usc.edu
  - o Assignment Submissions
  - o Email Announcements
- Google Drive
  - o Archive of reading materials
- Google Drive OR Microsoft Office 365: https://software.usc.edu/free-to-campus/
  - o For preparation of assignments
- Adobe Creative Cloud: http://www.annenbergdl.org/adobe/
  - o For PDF reading and editing
  - o Other media editing software that may be of interest
- Citation Manager: e.g., Zotero (https://www.zotero.org/) or Mendeley (https://www.mendeley.com/). Both freely available to cite any references used in writing assignments.

Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

Required Readings and Supplementary Materials

- Google Drive Link to Readings:
  https://drive.google.com/drive/folders/1em3dJSM51kxQlXADbxSexR67T2zKbVab?usp=sharing

Textbooks

Schein, E. H. (2010). Organizational Culture and Leadership (4th ed.). Jossey-Bass.
- Access through USC Libraries for Free:
  https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991023008169703731
- Chapters 1 and 2 shared with Google Drive link

Yates, J. (1993). Control Through Communication: The Rise of System in American Management (Vol. 6). JHU Press.
- Access through USC Libraries for Free:
  https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991042454736703731
- Introduction and first three chapters shared with Google Drive link

Weekly Articles

Selected research articles and business press articles shared with Google Drive link

Optional Readings and Supplementary Materials

Videos may be provided as part of future assignments.

Description and Assessment of Assignments

Time Management Plan

- **Semester Work Schedule for Typical Week:** At the start of the semester, students will provide their anticipated time commitment towards the course.
  - o For all seven days of the week, indicate how much time is expected to be spent attending lecture and doing homework

- o Include specific time windows for the activities
- o Given that the course is 4 Units, plan to spend 8 hours on the course outside of lecture time

Professional Industry Explanation
- Students tend to be interested in a particular industry this assignment will be a written description of what aspects of the industry attracts your interest and attention.
  - o Two-part assignment: first will be a written description of interest and the second will be a brief elevator pitch (2-3 minutes) given to the class.

In-Class Group Activities
- Throughout the course, there will be in-class activities that offer a chance for students to collaborate with one another while engaging in organizational scenarios derived from real-world professional experiences. Because students are expected to attend every lecture, group activities will appear at random and require a student to be present and contribute to the group.

Course Module Engagement
1. For each week in a module, students will need to read **one** of the "long readings" for each topic.
   a. A "long reading" will be denoted with **LONG** in front of the title when listed on the weekly schedule below. Given the length of the "long readings," students are only expected to read one of their choosing and skim the other "long readings" for the week.
2. Then, students will need to find a piece of media (news article, podcast, video, documentary, software, or movie) that serves as an example of the reading's topic and produce a 1-to-2-page, double-spaced (250-500 word) explanation for how the piece of media relates to the reading. For example, there is a reading on "workplace awareness" and students will be expected to find a piece of media (a documentary about monitoring workers in a factory) and share how the media relates to the topic.
3. Once all explanations are created for a module, students should then combine all explanations for a given module into one document and create a cover page with a 250-word summary of the module that should be interpretable by an audience that is not be familiar with the specific module topics.

Take-Home Final Exam
- The "Take-Home Final Exam" assignment will be a 3-to-5-page, double-spaced (750-1,250 word) response to a stimulus and set of prompts provided by Dr. Twyman.
  - o The goal of this response is to help students synthesize course materials and communicate their interpretations of the prompt.

Participation
- Showing up for class **SUBSTANTIALLY** improves the learning experience. When coming to class, be present and ready to contribute.
- **FOR THOSE WHO DO NOT ATTEND CLASS, YOU RISK PENALTIES BASED ON PARTICIPATION IN GROUP ACTIVITIES**
- Given the focus of the class, expect to behave in a manner consistent with other professional environments. Therefore, show up on time and engage.

Grading Breakdown
Description of assessments and corresponding points and percentage of grade. Students will be graded based on the quality of their submissions. Quality includes the clarity of the explanation as well as having minimal errors in the submission. Assignments will have a fact-based component and/or interpretative component where students will be able to justify their perspectives on given situations and scenarios. Throughout the semester, consistency is expected from students in the submission of their assignments.

Assessment Tool (assignments)	Points	% of Grade
Time Management Plan	10	10
Professional Industry Explanation	20	20
In-Class Group Activities	10	10
Course Module Engagement	40	40
Take-Home Final Exam	20	20
TOTAL	**100**	**100%**

Course Grading Scale
Letter grades and corresponding point value ranges. There will be no rounding of grades.

Letter grade and corresponding numerical point range		
94% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

Classroom Policies
The course is more dynamic (and fun) when students participate during class. I will provide numerous opportunities for engagement through questions, comments, and activities. The class time works best when lecture is integrated with insights from students. Please be prepared to bring your views to class. Additionally, time at the end of lectures will be reserved for question-and-answer periods.

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

Attendance
- Showing up for class **SUBSTANTIALLY** improves the learning experience. When coming to class, be present and ready to contribute.
- For those who do not regularly attend class, you will miss out on learning and your grade will be impacted
- Given the focus of the class, expect to behave in a manner consistent with other professional environments. Therefore, show up on time and engage.

Classroom Norms
Be respectful of your classmates and instructor. When using personal devices, please remain focused on course-related content and stay on task. Questions are welcome at all times.

Course Evaluations
Please complete course evaluations at the end of the semester when given time.

Grading Standards
No one should expect or think they deserve a specific letter grade. Grades are earned. If you do work that is done competently and is of fair quality, do not expect a grade that describes excellence.

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

Grading Timeline
Every attempt will be made to grade assignments and post grades within two weeks. Scores for all assignments are regularly updated on Blackboard. A Blackboard Announcement will notify the students when grades are posted. You are responsible for notifying the instructor within one (1) week of a score posting if you think a score is missing or inaccurate. If you fail to inquire/notify the professor of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

Assignment Submission Policy
All assignments should be uploaded to Blackboard. Please submit all assignments by the posted due dates.
Not accepting late assignments.

Course Schedule: A Weekly Breakdown
A weekly schedule of the topics, readings, and deliverables for the course.

Important note to students: *Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.*

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 Dates: 1/8-1/12	Intro to Organizational Communication and Syllabus Explanation	COMM 385 Syllabus Yates, J. (1993). Introduction. pp. xv-xx. **LONG:** Yates, J. (1993). Chap. 1. pp. 1-20. **HW: Complete Time Management Plan and Prepare for Week 2**	**Submit "Time Management Plan" by 1/12 at 6 AM PST**
Module 1: Fundamentals of Organizing			
Week 2 Dates: 1/15-1/19	Time and Awareness at Work	**LONG:** Feldman, E., Reid, E. M., & Mazmanian, M. (2020). Signs of Our Time: Time-Use as Dedication, Performance, Identity, and Power in Contemporary Workplaces. *Academy of Management Annals*, *14*(2), 598–626. https://doi.org/10.5465/annals.2018.0148 **LONG:** Gutwin, C., & Greenberg, S. (2002). A Descriptive Framework of Workspace Awareness for Real-Time Groupware. *Computer Supported Cooperative Work (CSCW)*, *11*(3), 411–446. https://doi.org/10.1023/A:1021271517844 **HW: Engage with Week 2 Content by reading one LONG article, finding a piece of related media, and writing about how the media is related to the module topic**	[**Martin Luther King Day**: Monday, January 15]
Week 3 Dates: 1/22-1/26	Organizational and Work Design	**LONG:** Anderson, C., & Brown, C. E. (2010). The functions and dysfunctions of hierarchy. *Research in Organizational Behavior*, *30*, 55–89. https://doi.org/10.1016/j.riob.2010.08.002 Parker, S. K., Andrei, D., & Van den Broeck, A. (2019). Why Managers Design Jobs to Be More Boring Than They Need to Be. Harvard Business Review Digital Articles, 2–8. Simons, R. (2005). Designing High-Performance Jobs. *Harvard Business Review*, *83*(7/8), 54–62. **HW: Engage with Week 3 Content by reading the LONG article, finding a piece of related media, and writing about how the media is related to the module topic.**	**Submit "Module 1 Assignment" by 1/26 at 6 AM**

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
		Combine the Week 2 and Week 3 writings, and then write a cover page for the module.	
Module 2: Infrastructure for Organizational Communication			
Week 4 Dates: 1/29-2/2	Communication Technologies	**LONG:** Yates, J. (1993). Chap. 2. pp. 21-64. **HW: Engage with Week 4 Content by reading the LONG article, finding a piece of related media, and writing about how the media is related to the module topic**	
Week 5 Dates: 2/5-2/9	Genres in Organizations	**LONG:** Yates, J. (1993). Chap. 3. pp. 65-100. **HW: Engage with Week 5 Content by reading the LONG article, finding a piece of related media, and writing about how the media is related to the module topic. Combine the Week 4 and Week 5 writings, and then write a cover page for the module.**	**Submit "Module 2 Assignment" by 2/9 at 6 AM**
Module 3: Organizational Environment			
Week 6 Dates: 2/12-2/16	Strategy	Ovans, A. (2015). What Is Strategy, Again? *Harvard Business Review Digital Articles*, 2–5. **LONG:** Porter, M. E. (1996). What Is Strategy? *Harvard Business Review*, *74*(6), 61–78. **HW: Engage with Week 6 Content by reading the LONG article, finding a piece of related media, and writing about how the media is related to the module topic**	
Week 7 Dates: 2/19-2/23	Organizational Culture	Schein, E. H. (2010). Chapter 1 Schein, E. H. (2010). Chapter 2 **LONG:** Srivastava, S. B., Goldberg, A., Manian, V. G., & Potts, C. (2017). Enculturation Trajectories: Language, Cultural Adaptation, and Individual Outcomes in Organizations. *Management Science*, *64*(3), 1348–1364. https://doi.org/10.1287/mnsc.2016.2671 **HW: Engage with Week 7 Content by reading the LONG article, finding a piece of**	[**Presidents' Day:** Monday, February 19]

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
		related media, and writing about how the media is related to the module topic	
Week 8 Dates: 2/26-3/1	Diversity and Inclusion	Marken, A. The Best Organizational Team Has Complete Diversity. https://www.cacm.acm.org/blog/best-organizational-team-has-complete-diversity/ Prabhakar, K., Lamar, K., & Shaikh, A. "Innovating for all: How CIOs can leverage diverse teams to foster innovation and ethical tech" https://www2.deloitte.com/us/en/insights/topics/value-of-diversity-and-inclusion/diversity-and-inclusion-in-tech/fostering-innovation-ethical-technology.html **LONG:** Reagans, R., & Zuckerman, E. W. (2001). Networks, Diversity, and Productivity: The Social Capital of Corporate R&D Teams. *Organization Science*, *12*(4), 502–517. https://doi.org/10.1287/orsc.12.4.502.10637 Sherbin, L., & Rashid, R. (2017). Diversity Doesn't Stick Without Inclusion. *Harvard Business Review Digital Articles*, 2–5. **HW: Engage with Week 8 Content by reading the LONG article, finding a piece of related media, and writing about how the media is related to the module topic**	
Week 9 Dates: 3/4-3/8	Toxicity and Incivility	**LONG:** Cortina, L. M. (2008). Unseen Injustice: Incivility as Modern Discrimination in Organizations. *Academy of Management Review*, *33*(1), 55–75. https://doi.org/10.5465/amr.2008.27745097 **LONG:** Kahn, W. A., & Rouse, E. D. (2020). Navigating Space for Personal Agency: Auxiliary Routines as Adaptations in Toxic Organizations. *Academy of Management Journal*. https://doi.org/10.5465/amj.2019.0880 **HW: Engage with Week 9 Content by reading the LONG article, finding a piece of related media, and writing about how the media is related to the module topic.**	**Submit "Module 3 Assignment" by 3/8 at 6 AM**

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
		Combine all the Module 3 writings, and then write a cover page for the module.	
Spring Break Dates: 3/11-3/15			
Week 10 Dates: 3/18-3/22	Professional Industry Presentations	Each student must complete the "Professional Industry Explanation" assignment and deliver an elevator pitch	
Module 4: Interpersonal Relationships and Dynamics at Work Communication			
Week 11 Dates: 3/25-3/29	Leadership	**LONG:** DeRue, D. S., & Ashford, S. J. (2010). Who will Lead and Who will Follow? A Social Process of Leadership Identity Construction in Organizations. *Academy of Management Review*, *35*(4), 627–647. https://doi.org/10.5465/amr.35.4.zok627 **LONG:** Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. *The Leadership Quarterly*, *25*(1), 83–104. https://doi.org/10.1016/j.leaqua.2013.11.007 Watson, C. M. (2004). Don't Blame the Engineers: To better manage technology, a generalist must know it well enough and challenge it often enough to truly understand its potential risks and rewards. *MIT Sloan Management Review*, *45*(2), 26–29. **HW: Engage with Week 11 Content by reading one LONG article, finding a piece of related media, and writing about how the media is related to the module topic**	**Submit "Professional Industry Explanation" (written description and elevator pitch/presentation) by 3/26 at 6 AM PST**
Week 12 Dates: 4/1-4/5	Power and Status	**LONG:** Magee, J. C., & Galinsky, A. D. (2008). Social Hierarchy: The Self-Reinforcing Nature of Power and Status. *Academy of Management Annals*, *2*(1), 351–398. https://doi.org/10.5465/19416520802211628 **LONG:** Mechanic, D. (1962). Sources of Power of Lower Participants in Complex Organizations. *Administrative Science*	

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
		Quarterly, *7*(3), 349–364. JSTOR. https://doi.org/10.2307/2390947 **LONG:** Pfeffer, J., & Moore, W. L. (1980). Power in University Budgeting: A Replication and Extension. *Administrative Science Quarterly*, *25*(4), 637-653. https://doi.org/10.2307/2392285 **HW: Engage with Week 12 Content by reading one LONG article, finding a piece of related media, and writing about how the media is related to the module topic**	
Week 13 Dates: 4/8-4/12	Negotiation	**LONG:** Adair, W. L., & Brett, J. M. (2005). The Negotiation Dance: Time, Culture, and Behavioral Sequences in Negotiation. *Organization Science*, *16*(1), 33–51. https://doi.org/10.1287/orsc.1040.0102 Lax, D. A., & Sebenius, J. K. (2003, November 1). 3-D Negotiation: Playing the Whole Game. *Harvard Business Review*. https://hbr.org/2003/11/3-d-negotiation-playing-the-whole-game Pruitt, D. G., & Lewis, S. A. (1975). Development of integrative solutions in bilateral negotiation. *Journal of Personality and Social Psychology*, *31*(4), 621–633. http://dx.doi.org.libproxy2.usc.edu/10.1037/0022-3514.31.4.621 **HW: Engage with Week 13 Content by reading the LONG article, finding a piece of related media, and writing about how the media is related to the module topic**	
Week 14 Dates: 4/15-4/19	Social Networks, Relationship Management, and Networking	**LONG:** Bensaou, B. M., Galunic, C., & Jonczyk-Sédès, C. (2013). Players and Purists: Networking Strategies and Agency of Service Professionals. *Organization Science*, *25*(1), 29–56. https://doi.org/10.1287/orsc.2013.0826 **LONG:** Casciaro, T., Gino, F., & Kouchaki, M. (2014). The Contaminating Effects of Building Instrumental Ties: How Networking Can Make Us Feel Dirty. *Administrative Science*	**Submit "Module 4 Assignment" by 4/21 at 6 AM**

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
		Quarterly, *59*(4), 705–735. https://doi.org/10.1177/0001839214554990 Krackhardt, D., & Hanson, J. R. (1993, July 1). Informal Networks: The Company Behind the Chart. *Harvard Business Review, July–August 1993*. https://hbr.org/1993/07/informal-networks-the-company-behind-the-chart **HW: Engage with Week 14 Content by reading the LONG article, finding a piece of related media, and writing about how the media is related to the module topic. Combine all the Module 4 writings, and then write a cover page for the module.**	
Week 15 Dates: 4/22-4/26	Interactive Course Summary Activities	In-Class activities that will serve as preparation for the Take-Home Final Exam Participation will include collaborative activities	**USC Course Evaluations**
STUDY DAYS Dates: 4/27-4/30			
FINAL EXAM PERIOD Dates: 5/1-5/8	Take-Home Final Exam	Take-Home Final Exam will cover course materials from ANY of the Module Topics	**Submit "Take-Home Final Exam" by 5/2 at 4 PM** **Final Exam Time Window: 5/2 2-4 PM**

Policies and Procedures

Additional Policies

Please bring at least one personal device to class for use during class activities.

Communication

For accommodations and emergencies, please email Dr. Twyman. Expect responses within two business days, if not sooner. Emails sent on the weekend will be replied to no later than Tuesday of the following week.

Statement on Academic Conduct and Support Systems

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 School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

Course Content Distribution and Synchronous Session Recordings Policies
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class is prohibited without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is also prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. (Living our Unifying Values: The USC Student Handbook, page 13).

Policy for the use of AI Generators in the course
Permitted on specific assignments

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

- AI will NOT be required for ANY assignment given during this semester
- In instances where AI is used as part of an assignment, students are REQUIRED to include their prompts

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
Annenberg Student Success Fund
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Annenberg Student Emergency Aid Fund
Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

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.

TrojansAlert
TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

ITS Customer Support Center (CSC): (213) 740-5555
The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

Violence-Free Campus
Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.

Student-Athlete Travel Excuse Letters
Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to make arrangements for a make-up of any missed assignments or exams. Please refer to the SAAS site where they detail travel and travel excuse letters.

Add/Drop Dates for Session 001
(15 weeks: 1/8/2024 – 4/26/2024; Final Exam Period: 5/1-8/2024)
Link: https://classes.usc.edu/term-20241/calendar/
Last day to add: Friday, January 26, 2024
Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund: Friday, January 26, 2024
Last day to change enrollment option to Pass/No Pass or Audit: Friday, January 26, 2024 [All major and minor courses must be taken for a letter grade.]
Last day to add/drop a Monday-only class without a mark of "W" and receive a refund or change to Audit: Tuesday, January 30, 2024
Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, February 23, 2024 [Mark of "W" will still appear on student record and STARS report and tuition charges still apply.
*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]
Last day to drop with a mark of "W": Friday, April 5, 2024

About Your Instructor
Dr. Marlon Twyman is Assistant Professor of Communication at the Annenberg School for Communication & Journalism. He is a quantitative social scientist specializing in advanced computational methods, focusing on social network analysis. He holds a Ph.D. from Northwestern University (Evanston, IL) in Technology and Social Behavior (Communication Studies and Computer Science), and a B.S. and M.S. in Biomedical Engineering from Wright State University (Dayton, OH). His research interests focus on issues related to digital collaboration and online commtunities.