

**COMM 411: Communication Criticism
4 Units**

Spring 2024 2:00-3:20 MW

Section: 20627

Location: ANN 305

Instructor: Dr. Randall A. Lake

Office: ASC 206C

Office Hours: TBA

Contact Info: rlake@usc.edu; (213) 740-3946; Zoom
information available on Blackboard



Course Description

Methods and functions of criticism in forms of public communication; historical-contextual, textual and interpretive procedures; diverse theoretical approaches including formalism, dramatism, genre and ideology.

It is a truism that we are bombarded by thousands of persuasive messages every day. Politicians lobby for our votes; companies lobby for our dollars; causes of all kinds lobby for our allegiance. Communication criticism is the process of analyzing these messages for the purpose of figuring out how they persuade us. It differs from two other forms of “criticism” with which you may be familiar. It is not criticism in the popular sense of carping or complaining because, although critical judgments are always somewhat subjective, they are not simply expressions of personal opinion or taste. Communication criticism also is not simply critique because not all messages are simple effects of ideology and power (although some are). Messages are far richer, more complicated, and more diverse than this, and the critic approaches them as strategic responses to situations that call for communication. This approach involves a systematic, four-stage process. First, the critic studies the message itself in order to understand its component parts and how they combine. Second, the critic studies the context within which the message was produced in order to understand how circumstances might have “called forth” (or stimulated creation of) the message while also constraining (or limiting) the kind of message that would be understood as responding appropriately to those conditions. Third, the critic “matches” the message to its context and develops a critical lens or perspective in order to understand how—or whether—the message responded to the demands of the situation. Finally, the critic integrates insights from Stages 1-3 into a cohesive interpretation and evaluation of the message.

In this class, we will explore a wide range of persuasive messages, from speeches to advertisements, films to cartoons, memes to museums. As communication critics, we will seek to understand, interpret, and evaluate these messages as attempts to shape beliefs and attitudes and motivate action.

Course Goals

- To acquaint students with (a) the purposes and role of criticism in contemporary society, (b) the process of doing criticism, (c) major approaches to conducting criticism, and (d) excellent, insightful exemplars of critical analysis by scholars in the field; and
- To develop students' own critical awareness, analytical capacities, and ability to express their ideas in writing

Student Learning Outcomes

As in any course, what you get out of this one will depend upon the effort that you put into it. With sufficient time and effort, at its conclusion you will be able to:

- Identify and describe the intrinsic elements of messages;
- Identify and describe the extrinsic contexts within which messages occur;
- Apply major critical frameworks;
- Explain how messages work strategically/persuasively;
- Evaluate the effectiveness and ethics of messages;
- Use academic resources and tools effectively to conduct research;
- Compose an informed, coherent Interpretive essay that conforms to college-level writing standards and could be presented at a conference

Prerequisite(s): None

Co-Requisite(s): None

Concurrent Enrollment: None

Recommended Preparation: COMM 311: Communication and Publics and/or COMM 206: Communication and Culture.

Course Notes

The course website at blackboard.usc.edu is an official place for posting information relevant to the class (such as announcements, assignments, and grades), for making available materials—both required and supplementary—other than your textbook (such as other readings, audio and video clips, and links to relevant websites), and for holding post-class discussion (such as exploring ideas further, asking questions that you weren't able to ask during class, and seeking further explanation/clarification than was provided in class). You should consult this website regularly and should be as familiar with its content and services as you would be for material distributed or discussed during class. Taking advantage of its discussion feature is a way for those who are reluctant to speak up in class to boost their participation grades. Because the university does not unequivocally recognize material placed on this website to be the intellectual property of its creator, copies of lecture notes, etc., will not be made available here.

Technological Proficiency and Hardware/Software Required

To be successful, students should have a command of and access to: Blackboard, USC email, Microsoft Word, Adobe Acrobat, USC Library Resources (including both internal and external databases), and various search engines (including Google Scholar).

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 Reading

- Kornfield, S. (2021). *Contemporary rhetorical criticism*. State College, PA: Strata.
- Campbell, K. K., & Burkholder, T. R. (1996). *Critiques of contemporary rhetoric* (2nd ed.). Belmont, CA: Wadsworth. [This text is out-of-print. Used copies are available on Amazon, and I will provide chapters as PDFs on Blackboard.]
- Other readings as assigned (distributed via Blackboard and/or available via the Communication Source database available from University Libraries).
- You also will need access to the APA style manual (*Publication Manual of the American Psychological Association*, 7th ed.), either in print or online, as your papers must conform to its requirements.

Optional Readings and Supplementary Materials

Description and Assessment of Assignments

- The main assignment in the course is a semester-long project devoted to an artifact, or public message, of your choice (with my approval). It will be completed in four stages, and will involve four papers, reflecting the critical process outlined above: Stage 1, the Descriptive Analysis, will examine the artifact itself; Stage 2, the Historical-Contextual Analysis, will examine the context in which the artifact was produced and received (which might be historical or very contemporary, depending on your artifact); Stage 3, the Critical Perspective, will develop your analytical framework out of one or more rhetorical methods, as covered in class. Stage 4, your final paper will draw upon the preceding in an integrated essay that offers an interpretation and evaluation of your artifact. Of course, we'll talk about how to complete these stages in much greater detail in class. The length of papers will vary, depending upon the nature of your artifact and the circumstances of its production. (However, don't assume that smaller or shorter artifacts will require less work! Sometimes the most concise artifacts are also the most complex.) In general, assume that each of the first three will require about ten pages, and that the fourth will require 20-25 (a bit misleading because you will be able to reuse some of earlier papers) pages, excluding references.
- Participation: Ways to build a high participation grade include regularly and thoughtfully contributing to class discussions and being an engaged listener, and your effort, attitude, and/or performance in any class activities and quizzes. Everyone is expected to contribute to class discussions. Participation points missed due to absence cannot be made up.
- Presentation: During the final exam period, you will deliver a conference-style presentation based on your Rhetorical Analysis, and will answer questions about it.

Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Descriptive Analysis	20	20
Historical-Contextual Analysis	20	20
Critical Perspective	20	20
Final Paper	20	20
Presentation	10	10
Participation	10	10
TOTAL	100	100%

Course Grading Scale

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

Grading Standards

All assignments must be the original work of the student and cannot have been used previously or concurrently in any other course. All assignments must be attempted and turned in to pass the course. 100 total points can be earned. Points will be given for each assignment, assuming the grading scale above. Final course grades will be calculated by summing total points earned and converting to a letter grade; conversion may employ the same scale but I reserve the right to employ a different curve.

Points are assigned by applying the following criteria to the work being judged. My assumption is that each grade subsumes the requirements for the grade(s) below it, e.g., that B work meets and exceeds the requirements for C work, as follows:

Letter Grade	Description
A	Superior work that demonstrates original insight into the theories and materials presented in class, the application of these theories and materials, and comparisons among these theories and materials; an unusually clear and comprehensive understanding of course materials; and an articulate, polished, and correct communication style. This grade is difficult to achieve; it requires superior study habits and writing skills, and superior performance on all assignments and in attendance and participation.
B	Excellent work that demonstrates a better-than-average comprehension of the course material, as evidenced by greater detail and thoroughness in exposition, and by organized and solid, if flawed, writing or speaking. Even average students often can achieve this grade through hard work, such as utilizing a study group effectively, making a point in class of seeking clarification of difficult ideas or ideas they don't understand, conferring with the instructor during office hours, writing and revising multiple drafts of papers, and so on.
C	Adequate, average work that demonstrates a basic familiarity and understanding of the course materials, as evidenced by an ability to summarize main points correctly, to identify key figures and main ideas from memory on examinations, and to convey understanding in basic, readable prose. This grade should be achievable by any student with decent study habits and good time management skills.
D	Deficient work that demonstrates an inadequate grasp of the course materials, as evidenced by unfamiliarity with, confusion about, or misunderstanding of key ideas, persons, and events on examinations, and hastily and poorly written assignments. This grade is often a sign of inadequate study or application, and also may be a sign of a problem in attendance or participation that contributes to inadequate study.

Letter Grade	Description
F	Failing work that demonstrates an unacceptably poor familiarity with or grasp of the course materials, as evidenced by an inability to identify even basic ideas, person, and events on examinations and seriously deficient writing. This grade may indicate an unacceptable lack of participation in the class, such as excessive absences would produce. This grade may be assigned to any work that fails to meet the stated requirements of the assignment, no matter how well done this work otherwise might be. This grade will be assigned to any work that violates the academic integrity standards and policies of the School or University. A grade of "F" in any part of the course should be taken as a sign of a problem in need of remedy.

Grading Timeline, Corrections, and Disputes

Every attempt will be made to grade assignments and post grades within two (2) weeks. Scores for all assignments and exams are updated regularly on Blackboard. You are responsible for notifying me within one (1) week of a posting that you believe is missing or inaccurate.

I believe that grades are earned, not given. For this reason, I do not view grades as an opportunity to negotiate. In addition to providing a detailed rubric or rationale for your grade, I am happy to meet during office hours to explain further. Nonetheless, students occasionally are dissatisfied with the evaluation of their work. Please bring any grade discrepancies (e.g., you were not given credit for a correct answer on an examination question) to my attention immediately. In the event of a grade disagreement (e.g., you believe that your answer should be counted as correct, or that you deserve a higher grade on an assignment), please: (a) wait at least 24 hours; and (b) submit your rationale to me in writing. I will not consider petitions unless and until this process has been completed. All appeals of grades on specific assignments must be made within one (1) week of the return of that assignment; no changes will be made after this deadline.

Assignment Submission Policy

All assignments are due on the dates specified. I strongly advise that assignments be completed on time; these things tend to snowball and you end up even further behind. Absent prior approval, late work may be penalized as much as one (1) full letter grade for every 24-hour period (including weekends) that it is late.

Assignments must be turned in as specified. Generally speaking, papers will be turned in via Blackboard; exams may be administered via Blackboard or paper; and other assignments will be turned in by hand.

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-20233/calendar/>

Last day to add: Friday, January 26, 2024

Last day to drop without a mark of "W" 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": Saturday, April 6, 2024

Tentative Course Schedule

Undoubtedly, some adjustments to this ideal schedule will be required as the semester progresses, so approach it with flexibility in mind. Adjustments will be discussed thoroughly in class in advance and announced on Blackboard. Further details regarding readings in subsequent weeks will be provided in due course. Assigned readings/films/etc. should be completed before class. “C&B” means the Campbell and Burkholder textbook. “K” means the Kornfield textbook. “(BB)” means that the material is available on Blackboard.

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 Jan 8 & 10	Introduction to course; introduction to criticism	<u>K</u> Ch. 1; <u>C&B</u> Ch. 1 (BB)	
Week 2 Jan 15 & 17	Doing descriptive analysis	<u>C&B</u> Ch. 2 (BB); <u>K</u> Ch. 2 pp. 17-21	[Jan 15: MLK Jr. Day—NO CLASS]
Week 3 Jan 22 & 24	Visual rhetoric	<u>K</u> Ch. 10	
Week 4 Jan 29 & 31	Material rhetoric	<u>K</u> Ch. 11	Jan 29: Selection & justification of artifact(s)
Week 5 Feb 5 & 7	Rationalistic criticism: Neo-Aristotelianism		
Week 6 Feb 12 & 14	Genre	<u>K</u> Ch. 5	Feb 14: Descriptive Analysis
Week 7 Feb 19 & 21	Doing historical-contextual analysis	<u>C&B</u> Ch. 3 (BB); <u>K</u> Ch. 2 pp. 21-24	[Feb 19: Presidents’ Day—NO CLASS]
Week 8 Feb 26 & 28	Psychosocial criticism: Ideology	<u>K</u> Ch. 7	
Week 9 Mar 4 & 6	Psychosocial criticism: Feminism	<u>K</u> Ch. 8	
Mar 11 & 13			[Spring Break—NO CLASS]
Week 10 Mar 18 & 20	Assembling a critical perspective	<u>C&B</u> Ch. 4 (BB); <u>K</u> Ch. 2 pp. 24-33	Mar 18: Historical-Contextual Analysis
Week 11 Mar 25 & 27	Dramatistic criticism	<u>K</u> Ch. 4	
Week 12 Apr 1 & 3	Dramatistic criticism		

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 13 Apr 8 & 10	Crafting a critical essay	<u>C&B</u> Ch. 5; <u>K</u> Ch. 2 pp. 33-39, Appendices A & B	Apr 10: Critical Perspective
Week 14 Apr 15 & 17	Narrative	<u>K</u> Ch. 3	
Week 15 Apr 22 & 24	Metaphor	<u>K</u> . Ch. 6	
STUDY DAYS Dates: 4/27-4/30			
FINAL EXAM PERIOD May 6, 2:00-4:00			Final paper and presentation

Policies and Procedures

Additional Policies

Format: This class emphasizes collaborative learning, in which we jointly ask questions of the material and each other and explore possible answers; in short, the class is heavily discussion-oriented. Even lecture—the purpose of which is to amplify, clarify, and supplement the course materials, not to duplicate or regurgitate them—will involve my asking questions of you. I ask questions not to trip you up or “test” you but to find our common basis for discussion in your experience. In addition, lecture may not cover all important aspects of the readings and may cover materials not in them while exams may cover any material assigned. To get the maximum out of class, then, it is important to complete the material assigned and formulate some thoughts and questions in advance. If you don’t, you will be less prepared to contribute meaningfully to our conversation that day. Class also is your opportunity to ask about something in the reading that is not being covered explicitly that day. So come prepared to engage the material—to offer comments, ask and answer questions—in conversation with your classmates and me. To facilitate discussion, please bring the materials assigned to every class session.

Diversity, Equity, and Inclusion: I strive to create an affirming, welcoming climate for all students because diversity helps us understand the complexities of the world and the challenges we face together. Diversity encompasses differences in age, color, ethnicity, national origin, immigration status, gender, physical or mental ability, religion, socioeconomic background, veteran status, and sexual orientation. However, it is not measured simply by statistics but by an environment in which mutual learning is cultivated and a community of care fostered. If at any point you feel that I am not living up to this promise, please let me know immediately. I am here to listen and learn.

I am happy to work with students who require accommodations in class. If you are one of these students, please reach out to the Office of Student Accessibility Services (osas.usc.edu) so that I can work with them to address your situation effectively and appropriately.

I also recognize that learning styles differ. Should you need materials to be presented in a different way, please let me know.

Professionalism: I expect students to display professionalism at all times. This includes:

Engaging in dialogue from a posture of good faith. We will discuss and debate a range of issues—some of which will be more sensitive than others. We will disagree. These disagreements will serve us best when we explore them carefully rather than papering them over. However, disagreement need not—and should not—be disagreeable; being a good arguer is not synonymous with being argumentative or quarrelsome. On the contrary, an effective arguer is open-minded, a good listener, respectful of the opinions of others, and able to fashion arguments in a way that others will find reasonable. In contrast, operating from a posture of antagonism (hostility or aggression), contrarianism (disagreement for its own sake), or bad faith (manipulation) can create a toxic, unproductive, and frankly unpleasant experience for all. Playing “devil’s advocate” should be done only to introduce nuance for the purpose of reaching greater understanding. The best policy is always to T.H.I.N.K. before you speak by ensuring that your comment is: Thoughtful, Helpful, Interesting, Necessary, Kind.

Understanding the importance of and limitations on freedom of speech. I strongly affirm the importance of free speech. However, your right to freedom of speech is not violated if you disagree with someone, if your beliefs are challenged, or if you disagree with me. Your freedom of speech is violated when you are unduly punished or penalized for expressing your ideas. Relatedly, hate speech or abusive language that is explicitly sexist, racist, gendered, homophobic, ableist, or derogatory will not be tolerated.

Culture of Caring: At the end of the day, although I am your instructor, I also am concerned for your health, safety, and wellbeing. I hope that you will find me approachable. Nonetheless, I am not a trained professional. At the end of this syllabus, you will find an extensive list of USC offices and services designed to help students struggling with mental health challenges and other difficult personal situations. If you are struggling and need help, please reach out to one of these offices and let me know if I can assist in any way.

I wish to acknowledge that my campus and city are located on historical Tovaangar, the land of the indigenous communities of the Los Angeles Basin. I gratefully acknowledge the Native peoples who have stewarded this sacred land throughout the generations and continue to steward it today. I strive to honor their traditions, identities, and stories, which are far too often ignored and erased.

Attendance: You should prioritize attending our class—and attending in person—throughout the term. Attendance is necessary (but not sufficient) for participation and absences may affect your course grade adversely. Hybrid or asynchronous modes will be available only in exceptional extenuating circumstances, such as an extended absence due to COVID-19. If you anticipate such a circumstance, please reach out to me ASAP so that alternative arrangements can be considered. Although our time and attention sometimes are required elsewhere, it is your responsibility to catch up on anything you may have missed in class; I expect you to ask a classmate for notes. Arriving late, leaving early, and other activities not conducive to learning—such as turning off a ringing cell phone or leaving the room to answer it—are extremely disruptive, and you may be considered absent that day.

Presence and Technology: Presence is more than attendance. Our class functions best when people are actively engaged and contributing to conversations. When you are in class, be in class. The biggest hurdle to being present is the presence of technology, which promotes “continuous partial attention” by putting at your fingertips text messages, emails, work for a different class, social media, YouTube videos, 50% off sales . . . Even when not being distracted by external stimuli, many students use laptops to transcribe class, copying down word-for-word what is on a slide or a whiteboard. No evidence (that I am aware of) demonstrates that this form of notetaking is effective. Quite the opposite! Studies have shown repeatedly that nonstop engagement with digital technology leads to increased rates of anxiety and depression. Countless studies also have shown that retention of information improves dramatically when notes are taken by hand. In fact, a July 2018 study in Educational Psychology determined that technology use during class is detrimental to long-term retention (as measured by lower exam scores) not only among users but among all class members. Hence, technology is like second-hand smoke, which is detrimental not only to you but to those around you.

Accordingly, use this class to take a break from that unending avalanche of stimuli. If you must use a laptop, do so ONLY for class-related purposes, such as notetaking. If I suspect that you are using it for unrelated purposes, you

may be asked to put it away, leave the classroom, and/or lose laptop privileges for the remainder of the term. I also may choose not to say anything but, please, don't think I don't notice. There may be times when a laptop or other internet-capable device will be beneficial, so you are welcome to bring them with you. But turn them off before class and put your cellphones in Do Not Disturb or Airplane mode—not just silent.

Communication: Email is by far the best way to contact me outside of class and office hours. During weekdays, I normally reply within 24 hours; if you don't hear from me within this timeframe, please send a reminder. However, I typically do not respond to email in the evening. I also may not do so over weekends and holidays, so please allow additional response time (up to 72 hours) on these occasions. Please also practice appropriate "netiquette" when emailing me. Failure to do so is unprofessional and communicates a poor image of you; doing so will serve you well now and in the future.

In turn, you should check our course Blackboard site and your email regularly for messages from me. If anything related to our schedule, assignments, or other aspects of the class changes, I always will post an announcement and send an email (in addition to discussing it in class, of course).

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

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.

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

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).

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).

DRAFT: UNDER CONSTRUCTION!

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.

Annenberg Student Success Fund

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

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

Annenberg Student Emergency Aid Fund

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

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.