Writing 150/Writing and Critical Reasoning

Issues in Aesthetics

The Writing Program at the University of Southern California

Dr. Foster (she/her)

Spring 2024

Syllabus FAQ
(Frequently Asked Questions)

How to Use this Guide

Download and keep a copy of this syllabus handy, for whenever you have a question about the course. To jump down a specific item, simply hold down "CTRL" and then click on any question below.

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The Basics

What is this course about?

In this class, you're entering a brave new world of writing—that is to say, real-world writing, the kind of writing that tackles big issues in an in-depth, insightful, and original way. That means learning to think critically, not just regurgitate information. It also means re-learning how to write by breaking free of rigid, formulaic writing structures (such as the five-paragraph essay). In order to achieve this goal, you will be introduced to strategies for invention and prewriting (generating and cultivating your ideas); strategies for arrangement (articulating and organizing those ideas in writing); some new (and old) ways to improve your writing style; and lastly, strategies for revision (arguably the most important part of the writing process).

We'll also spend quite a bit of time investigating and discussing issues related our thematic. This will help us to generate the ideas and insights that will become part of our written assignments. At the same time, it offers us a golden opportunity to hone our critical thinking skills by taking aim at the big problems facing the world today. The process of becoming a strong writer will take longer than one semester—for many of us, a lifetime—but consider this class your first step in your journey towards a better understanding of your place in the world as an individual, a citizen, a student, and a future professional.

What am I going to learn in this class?

- produce original writing through formal assignments and supplemental ("ancillary") writing designed to deepen your appreciation of writing as an essential process—of thinking, of learning, of remembering, of inquiring, of persuading—within the academic discourse community in particular and global society as a whole.
- appreciate that writing is a process, that it results from having generated, considered, and communicated more and more refined ideas.
- understand the value of revision, and subsequently integrate practices of revision into the writing process.
- cultivate sound rhetorical judgment, which necessitates identifying genuine issues, focusing writing on significant purposes, appreciating the relationship between writers and their audiences, and adapting our writing to the rhetorical situation.
- to practice good critical reasoning and ethical inquiry, learning how to navigate—with authority, precision, and creativity—the difficult issues before us.

What is anti-racist pedagogy, and how will it be applied in this class?

Together, we'll create a classroom environment that reflects diversity, equity, and justice. In service of this creation, all of us must speak out against bias and injustice when we encounter it in the classroom. Not all racism is intentional; this "oops/ouch" tool should help you to identify and call out microaggressions when they occur. We'll strive to support each other and make it safe to be fully ourselves in class. I'll implement instructional strategies that require awareness of, and attention to, structural racism as it marks the classroom space and our lives.

With regard to classroom conduct, respect for others' racial, ethnic, and class backgrounds, nationalities, immigration statuses, religious and political beliefs, sexual orientations, and gender expressions is the norm and standard. This norm should be respected in your written work, as well as in class discussion. The WRIT 150

curriculum emphasizes hearing out and understanding all viewpoints within an academic discourse community. There is no room for disrespect of systemically marginalized populations in our academic discourse community. In this class, "respect" will require that we do more than ignore race: we'll confront racism, and its intersection with other systemic injustices, such as sexism, homophobia, transphobia, classism, ableism. As such, you can expect that WRIT 340 will present moments that may feel uncomfortable. We'll have to work together to allow discomfort to exist in the classroom, realizing that anti-racist work is uncomfortable for white people especially, because our culture typically prioritizes white comfort.

What books do I need?

A copy of the WRIT 150 Course Book. To purchase, go to https://redshelf.com/ and search the ISBN (978-1-5339-5711-5) or use the following link: https://redshelf.com/app/ecom/book/2302538/writing-150-course-book-2302538-9781533957115-university-of-southern-california. The Writing 150 Course Book should also be available through the campus bookstore via eCommerce purchases.

What else do I need?

A charged, internet-capable laptop or computer (bring to class sessions)

A Zoom-capable device with functional mic and camera (for office hours and conferences)

Who is Dr. Foster?

Milford Sound, New Zealand, 2022

Greetings, Writers! You can call me "Dr. Foster," or even "Professor Foster" if you prefer. I joined the Writing Program in 2015, after many years living and working in countries such as Honduras, Thailand, Japan, and France. Before coming to USC, I taught English as a Second or Foreign Language (ESL/EFL), literature, Spanish, and various forms of creative, technical, and analytic writing. In addition to teaching WRIT 150 and WRIT 340, I teach summer courses in creative writing for the USC Summer Programs. When I'm not working, I love to write, listen to audiobooks, get out into nature, scuba dive, study foreign languages, and travel. I'm also pet parent to Monster, a mischievous, Zoom-bombing cat adopted from an L.A. animal rescue.

How can I get in touch with you, outside of class time?

anfoster@usc.edu or via Blackboard, by clicking "Tools" and "Send Email."
Note: I'm a compulsive e-mail checker. If you don't hear from me within 24 hours, send your email again, because it's likely your email was sucked into a black hole.

What etiquette should I follow when I email you?

- Why not start with "Hi Dr. Foster"? FYI, "Texting language" lacks formality and can come across as rude. As in: "*hey, whats ur attendance policy k thx.*" Here's more guidance about how to contact your USC professors like a boss.

- Due to privacy regulations, I'm not allowed to discuss grades via email (come to office hours).
- Please don't ask for written feedback on a full draft via email; I prefer giving oral feedback on student work. Email is fine for anything that can be answered in a few sentences; anything requiring more thoughtful, in-depth feedback should be done during office hours.
- If you want me to look at a draft, it helps to have your file ready to go. That will save several minutes of "wait, let me find my paper, I know I had it here somewhere…"

What are drop in office hours, and how do they work?

Drop-in office hours are exactly what they sound like—a period of time when I'll be sitting on Zoom, available for individual consultations. You can drop in, without making an appointment. Go to the link that says "Zoom link to Dr. Foster's Office" (passcode: writing) on Blackboard and hang out in the main room. When I'm ready to talk to you, I'll pull you into a breakout room. Drop in office hours are first come, first served; on the rare occasion that students are waiting, I'll limit consultation times to 15 minutes. See Blackboard for the schedule (it can vary week to week); you can also email me (anfoster@usc.edu) to make an appointment. In-person consultations are also available on a limited basis.

What are conferences, and how are they graded?

We'll be checking in with each other four times throughout the semester, as part of your writing journey. It gives me the opportunity to serve as your writing mentor, helping to guide you as you develop your ideas and hone your written work. My aim is not to lecture you about what to do; rather, think of these sessions as "collaborative brainstorming." You'll have an eager audience for your ideas, and I'll make suggestions to guide your progress as a writer and critical thinker over the course of the semester.

Since receptiveness to feedback is a crucial skill for writers, conferences will be considered part of your attendance and participation grade. Which is to say, there are penalties for showing up late and missing your conference for a non-legitimate reason (more information about this will be provided on the sign up sheet). All

this being said, I hope you'll enjoy the opportunity to discuss your work with me—a rare privilege in a college course.

How do I sign up for a student conference?

You'll be provided a sign-up sheet on Blackboard. Sign up early to get a time slot that works with your schedule. If none of the available time slots work for you, contact me ASAP to arrange an alternate time. Please note that, once conferences have begun, you are no longer guaranteed a time slot (which is to say: if you wait too long to sign up, I can't guarantee I'll have time to meet with you).

Where can I get additional help?

The Writing Center is your friend! The Writing Center offers free, online services to all USC students in the form of individual consultations and online workshops. Their goal is to contribute to the development of better writers, not just better products, and to assist with the skills and processes of critical thinking, drafting, and revising that lead to clearly expressed positions, coherent arguments, and persuasive reasoning. Have the writing prompt (the assignment instructions) ready when you meet with the consultant, so they know what you're supposed to be doing. Link here: https://dornsife.usc.edu/writingcenter/

What are the major assignments, and when are they due?

Assignment	Assignment Requirements	Due Date
Writing Project 1 (WP 1)	5-6 page writing task	January 27
Writing Project 2 (WP 2)	5-6 page writing task	February 17
Writing Project 3 (WP 3)	Research Proposal (more information will be provided at a later date)	March 8
Writing Project 4 (WP 4)	6-8 page writing task	April 13
Final Portfolio	Revision task (more information to be provided at a later date)	April 26**

** Students with no breaches of contract at the end of the semester earn a 24-hour extension on the final portfolio (the deadline for those students will be April 27).

Is there a course calendar?

All important dates and deadlines will be posted to Blackboard. Deadlines for major writing projects are located above (What are the major assignments, and when are they due?). Here are a few additional dates to keep on your radar:

January 9: First day of (our) class
January 15: Martin Luther King, Jr. Day (a Monday; no classes at USC)
January 26: Last day to add, change to pass/no pass, or drop without a "W" on your transcript, with a refund
February 19: Presidents' Day (a Monday; no classes at USC)
February 23: Last day to withdraw without a "W" on your transcript, with a refund
March 11-15: Spring Break
March 29: Last day to drop with a "W" on transcript

April 25: Last day of (our) class
May 2: Final deadline to submit any missing or late work before final grades are submitted to USC

Technological Considerations

What file types are accepted? (Or: Why did I get "no credit" for my assignment?)

PLEASE DO NOT SUBMIT .PAGES FILES. I'm a PC user, which means I can't open them. I can open pretty much anything else (.doc, .docx, .pdf, .txt…). That said, if you accidentally submitted a file type I can't open, I'll accept resubmissions via email, within a reasonable time frame. Side note: Did you know Microsoft Office 365 (including Word) is free to all USC students? Click here to download it.

Oh, no! My laptop fell in a lake (or got eaten by bear) and now I can't submit my assignment! What should I do?

First of all: **Did you save to the cloud?** Because you should always, always save your work to the cloud (and your hard drive, just in case). You also get 5 terabytes of free storage through USC's OneDrive.

Now that that's settled, let's talk the classic "technical difficulties" defense. Your Internet can crash, your laptop can die (or fall in a lake), and so on. Take a deep breath. It's going to be okay. If you're having a technical issue that's preventing you from completing or submitting your work, notify me (anfoster@usc.edu) ASAP to request an extension. Extensions will be granted on a case-by-case basis.

Can I use ChatGPT or artificial intelligence to help me with my writing?

No. Although A.I.-based programs may eventually be integrated into the writing curriculum, for now, it is too much of a temptation to use it as a shortcut, a way to avoid the kind of deep thinking and genuine learning expected of you in this course. The grading contract was created to reduce grade-based stress and give you the opportunity to write and think and explore ideas without the fear of getting a "bad grade" or the need to compare your writing to others. As your instructor, I want to know what *you* think, and how *you* write. I want you to feel free to take risks and explore innovative ideas. I'm not interested in reading bland, grammatically-perfect, Wikipedia-style writing that synthesizes others' words and ideas while contributing nothing new to the world. This class is your opportunity to express yourself as a human being in conversation with other human beings, and for this reason, the use of ChatGPT or any other artificial intelligence program will be considered a violation of academic integrity, and be treated as such.

Teaching Style & Logistics

Should I come to class if I'm sick?

No. If you have anything that might be contagious (a cold, the flu, COVID, etc.), you are strongly encouraged to stay home and take an excused absence. If you are well enough to participate actively in class activities via Zoom (camera and mic on, participating via chat or audio), you may attend on Zoom, with advance permission only (12 hours' notice would be ideal). Otherwise, illness-related absences will be treated like any other legitimate (medical) absence. NOTE: **If you arrive on Zoom without advance permission, or you do not participate actively in the Zoom, you may receive a "Lapse in Professionalism" breach of contract.**

Can I attend via Zoom?

Zoom attendance is ONLY FOR CONTAGIOUS ILLNESS or OSAS-approved accommodations. If you are not contagious (with a cold, the flu, or COVID), or you have any other reason for missing class (a death in the family, a mental health issue, your car broke down, etc.), you may use your "free" absences (2 excused and 2 unexcused) without any grade penalty.

The rationale is simple: **this is a fully in-person course.** Attending a discussion seminar on Zoom is rather like watching a video of a party instead of actually being there. Zoom will do in a pinch, but you just won't get the same educational experience, and your performance in the course will suffer. **If you don't think you can fully participate in and attend this class due to work, school, or other obligations, don't register for this course.**

How do I attend on Zoom?

1. Request permission by emailing me at anfoster@usc.edu. In your email, please briefly explain the nature of your absence. Medical documentation will only be requested in extraordinary circumstances (such as prolonged absence).
2. Log onto Blackboard and look for the link in the left menu bar of our course page ("GFS Zoom link"—be careful not to accidentally go to my "office" Zoom link!).

What if I'm late to class?

There's no need to apologize or explain if you are late to class. Stuff happens. Lateness cannot be "excused"—you will simply be marked late. You can be late twice with no penalty. Three late arrivals equals one unexcused absence. Being habitually late will affect your standing (your grade) in the course—see the grading contract for details.

How do I know when stuff is due, or what I'm supposed to be doing?

Check Blackboard often, especially the weekly folders, which are updated frequently. Also, make sure you are checking your USC email regularly. I'll send out regular reminder emails to help you keep on task.

Is this class a lecture?

No--this is a workshop-style course. Think of it as a kind of "think tank": the emphasis is on collaboration, group work, and discussion. For this reason, you must be present to reap the full benefits of this course (it's not like a lecture you can get the notes for if you missed). We are learning by doing (think of it like a "writing lab") so it's not really possible to "make up" a missed class session. Therefore, by adding this course you are agreeing to be an active participant. This entails coming to class each day prepared and ready to work. It means taking responsibility for your own learning. It also means respecting each other and the learning process. The more you put into it, the more you'll take away when you complete the course.

What are ancillary writing assignments?

Supplemental, or "ancillary" writing assignments are designed to help you to develop your ideas, learn course concepts, and produce your best possible written work. It's also preparation for the day's class activities, so if you show up to class without having done the preparatory work, you may feel like this kitten:

How should I format my work for this class?

Submission Format: All papers will be submitted in standard MLA format (8th or 9th edition). For more about this, visit the [Purdue OWL website](https://owl.purdue.edu). Submit assignments in .doc or .docx format. Please don't use .pages and other Mac or Apple extensions, because I can't read or open them (apologies, I'm a Windows user!).

Header: Include your single-spaced header in the top left of the first page:
Your Name
Dr. Foster
WRIT 150: Section #
Date
Assignment (e.g., Writing Project 1)

Title: Create a title that reflects what your paper is about. Title is centered, just below the header. No extra space after the title. No fancy stuff with the titles (larger fonts, bold, underlining). Just plain text.

Page Numbers. Page numbers go on the top right of the screen, using standard MLA (8th edition) format.

Font: Font should be 12 point Times New Roman. I like it, and I find it easier to read. Other fonts are okay, as long as they are 12 point (but no wide fonts such as Courier New!).

Margins: one inch (that is, one inch between text and edge of page on all 4 sides)

Spacing (between lines): <u>double-spaced (2.0), unless otherwise instructed</u>.

Sample MLA Format Student Paper <u>here.</u>

Attendance and Late Work Policies

What should I do if I miss a class? How many classes can I miss?

There is no need to apologize or explain if you miss class because your car broke down or you overslept or whatnot. It's expected that you'll miss a class or two throughout the semester (**you can have two unexcused absences with no impact on your grade**). That said, participation and attendance are crucial to your success in this course, so try not to miss too many class sessions. You can miss just one week's worth of class (two sessions) without incurring a penalty, two weeks (four sessions) if no more than two of those absences are excused.

Note that absences have a significant impact on your final course grade. The more absences you accrue, the lower your final course grade will be. Accruing too many absences (even if they are due to a legitimate, excused reason) will result in a failing grade in this course. See grading contract (below) for details. If you attend on Zoom, you won't be marked absent, but Zoom is not a replacement for class attendance (see <u>Can I attend via Zoom?</u>). For more information about why this attendance policy exists, see <u>Is this class a lecture?</u>

Should I send Dr. Foster a doctor's note or other "proof" of my absence?

No. I'll only request a doctor's note or other documentation in exceptional/special circumstances (such as when students need to take an incomplete due to a medical emergency).

Grading

Does this course use a grading contract? How does it work?

Yes. THIS CONTRACT guarantees a semester grade of "B" for all students who meet the following conditions:

1. **Attend.**

   You can miss one week's worth of class (two sessions) without incurring a penalty, two weeks (four sessions) if no more than two absences are excused (see below). After that, you start accruing penalties ("breaches of contract") that will significantly lower your grade. See: <u>What should I do if I miss a class? How many classes can I miss?</u>

   "Excused absences" refers to absences that are related to university-sanctioned events (such as athletic contests or religious holidays), or for reasonable cases where you simply cannot attend class—this might include illness (mental or physical), natural disasters, accidents, or other unavoidable mishaps.

Documentation is not required (no doctor's notes or whatnot), but I'll only excuse absences if you communicate with me—i.e., you need to let me know that you need to miss class, preferably 24 hours in advance, or as soon as you are able.

2. **Be on time**.

Arriving to class later than 5 minutes after our scheduled starting time, or leaving early, will impact your grade (this includes Zoom participation). See: What if I'm late to class?

3. **Complete, on time, all major essay assignments, including the final portfolio.**

You must complete all four of the major essay assignments, as well as the final portfolio, to pass this class. All assignments must be handed in on time. Due dates are specified down to the minute (so, yes, if your essay is just one minute late, it will still be counted as "late" and will constitute a breach of the contract). Any late coursework must be received no later than end of day on December 7 for you to receive a passing grade in this class.

A note about extensions on deadlines: I'll negotiate new deadlines with individual students as needed, on a case-by-case basis, if there is a good reason to do so. This should happen very rarely. Extensions must be requested via email before the submission deadline.

4. **Complete all ancillary (supplemental) assignments.**

You are expected to complete, on time, all of the remaining smaller writing assignments and tasks, including drafts for workshop, reading responses, stylistic exercises, and so on. Homework for this class is designed to prepare you for the day's class activities, so most assignments will be due to Blackboard before the start of class time (keep in mind that work submitted one minute late.

Additional guidelines:
- Work submitted one minute late will still be marked late.
- Two late ancillary assignments are equal to one "missing" assignment (one breach of contract).
- Late work must be received within 48 hours after the due date to receive credit (except in the case of a legitimate absence).
- Any work you missed due to a legitimate (excused) absence needs to be submitted within two days of resuming attendance to avoid being considered "late."
- Work that is poor in quality or does not follow instructions may not receive credit, or it may result in a Lapse in Professionalism penalty. See: How is ancillary work graded?
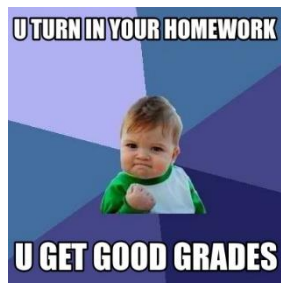
5. **Demonstrate Professionalism.**

All your work for this class should show signs that you are putting in serious and focused effort. This means that you need to be an active participant in class and a good reading partner for your student colleagues (especially during peer workshop activities). Your written work should be copyedited, meet the length requirements, and follow instructions. Some examples of lapses in professionalism include behaviors such as:

- indulging in digital distractions or coursework for other classes during class time
- keeping video off and/or failing to participate during Zoom attendance
- giving poor or minimal feedback to peers
- giving presentations that are incomplete or poor in quality
- submitting major writing assignments or drafts that do not meet minimum required length

How are major writing projects graded?

Since this course uses a grading contract, Writing Projects 1-4 will be graded by completion only (you'll not receive a letter grade). That said, you'll receive thorough written feedback on Writing Projects 1 & 2, and verbal feedback, with rubric markings, for the remaining assignments (3, 4, and the Final Portfolio).

What is the final portfolio and how is it graded?

The final portfolio will be focused on a revision of Writing Project 4. More information will be provided at a later date. This project is equivalent to 100% of your course grade (minus any breaches of contract—see the information about the grading contract, above). The assumption is that you'll have had the entire semester to develop and improve your writing and critical reasoning, such that the final portfolio should represent your very best work.

How is ancillary work graded?

Any work that follows instructions and fulfills the intended purpose of the assignment will receive full credit (no penalties). Note that work that does not follow instructions, as well as work that is incomplete or of poor quality, may result in a "lapse in professionalism" penalty (see: Grading Contract).

How are final grades calculated?

Final Grades: Semester grades will be determined based on assessment of the Final Portfolio and the extent to which you've fulfilled the terms of the grading contract.
- If you've **met the terms of the contract**, and you earn a B, B+, A-, or A on your Portfolio, then that will be your semester grade.
- If you've **met the terms of the contract**, and you earn a B- or lower, you'll still get a B as your semester grade.
- If you've **violated the terms of the contract**, then your final grade will be *lowered by one step or more depending on how many violations you've accrued.* See the table below for details.

Grading Breakdown:
This table shows how breaches of contract affect your course grade:

Grade	Absences (3 late arrivals=1 absence)	Late Writing Projects (includes the Final Portfolio)	Missing Ancillary Assignments (2 late ancillaries=1 missing ancillary)	Lapses in Professionalism
B or above, per the Portfolio	0-2 (4 if two absences excused)	None	0-2	0-2
1 step lower	3 (5)	1	3	3
2 steps lower	4 (6)	2	4	4
3 steps lower	5	3	5	5
4 steps Lower		4	6	6
5 steps lower	6	5	7	7
6 steps lower			8	8
Automatic F	7 (7)		9	9

About Grade Steps: a "grade step" is one grade level (A→A-→B+→B→B-, etc.) below the assigned Final Portfolio grade. In other words: if you've violated the contract, your final grade will be whatever your final portfolio grade is, **minus the contract deductions**.

Example 1: You get an "A" on the final portfolio. But, you had three unexcused absences (1 grade step down), plus three missing ancillary assignments (1 more grade step down). Your final grade is therefore a B+. (A→A-→B+).

Example 2: You get a "C" on the final portfolio. But, you have no breaches of contract. You didn't miss more than two classes or two ancillaries, and your overall participation in class was good (no lapses in professionalism). Your final grade is a B.

Example 3: You get a "B" on the final portfolio, but you accrued 3 lapses in professionalism (1 grade step down), and you had 5 unexcused absences (3 grade steps down). Your final grade is a C- (B→B-→C+→C→C-, or four total grade steps).

Example 4: You get an "A" on the final portfolio. You had no breaches of contract. Your final grade is an A.

Put simply, the more you participate fully in this class, the better your grade will be. And, if you are participating fully and doing the work, you are more likely to receive an "A" on the final portfolio—a win-win!

What's a Free Pass?

Each student will receive one "free pass" to use in the event that the terms of the contract are violated. For example, let's say you missed three ancillary writing assignments, and you accrued one breach of contract. I'll apply the "free pass" to null out that penalty. You can choose where you want the free pass applied upon request, but I'll do this automatically at the end of the semester, based on where it will most benefit your grade.

<u>If you have no breaches of contract at the end of the semester, congratulations! You'll have earned a 24-hour extension on the final portfolio.</u>

Additional Resources

What are the rules about academic conduct and plagiarism?

Students must at all times adopt a tone that is respectful of their classmates' racial, ethnic, and class backgrounds, religious and political beliefs, sexual orientations, and gender. The University will not tolerate verbal or written abuse of any kind. Similarly, the University holds a very strict outlook on matters of academic integrity, especially in cases involving plagiarism and illegitimate assistance. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. The use of artificial intelligence software, homework-sharing websites/apps, and other forms of academic dishonesty are equally unacceptable. Please familiarize yourself with the [Office of Academic Integrity Student Handbook](#).

What should I do if I require accommodations or I have specific accessibility needs?

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](#).

Note: Informing me about accommodations/your accessibility needs will not impact your grade, your standing in the course, or my regard for you in any way.

What mental health resources are provided by USC?

College can be a stressful, difficult time, even during normal circumstances, so please remember that there are people out there who can help. USC offers free, online, and confidential mental health treatment for students, including short-term psychotherapy, workshops, and crisis intervention. For the most up-to-date info on what services are in person or online, visit [https://studenthealth.usc.edu/counseling/.](#) You can also call the 24/7 crisis support line, 213-740-9355 (WELL).

Note: Informing me about mental health issues will not impact your grade, your standing in the course, or my regard for you in any way.

What other support systems are there?

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
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
usc-advocate.symplicity.com/care_report
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.usc.edu
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) 821-4710
campussupport.usc.edu
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
diversity.usc.edu
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
dps.usc.edu, emergency.usc.edu

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) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
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) 442-33*40 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Transgender Care https://studenthealth.usc.edu/transgender-care/
USC Student Health is committed to providing comprehensive, integrated care for transgender students at USC.