

# Writing 150/Writing and Critical Reasoning: Human Values and Belief Systems

The Writing Program at the University of Southern California

Dr. Foster (she/her)

Spring 2025

## 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, hold down “CTRL” and then click on any question below.

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## The Basics: Getting Started

### What is this course about?

This class is an exploration of human values and belief systems—how what we believe about ourselves, and the world, is shaped by complex social, political, and economic forces. In thinking deeply about our values and beliefs, we'll develop critical thinking skills that will better prepare us for the challenges we'll face in our post-graduation careers and lives.

Writing is the necessary vehicle for this critical exploration. In learning how to write, we're learning how to think. To do this effectively, however, we need to break away from some of the rigid, formulaic writing structures that may have served us well on our path to college (the "five paragraph essay" being one example). In this brave new world of writing, we'll shift our attention towards writing *to be read*—writing as a means of engaging with others and sharing our ideas within a discourse community (a.k.a. with an audience). In order to achieve this goal, we'll need to expand our repertoire of writing skills. We'll learn strategies for invention and prewriting (generating and cultivating our ideas); strategies for arrangement (articulating and organizing those ideas in writing); some new (and old) ways to improve our writing style; and lastly, strategies for revision (arguably the most important part of the writing process). Our ultimate aim will be to begin to discover who we are as writers and thinkers.

But we won't only be writing *about* human values and beliefs in this class. We'll also be *practicing* them, with a course structure and style that creates space for intellectual curiosity, empathy, kindness, collaboration, and human connection (among other values). As a class, we'll work together to advance our understanding of what makes us human—not only through reading and writing, but through participation in a learning community.

### What are the learning objectives of this class?

You will learn to:

- 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.

## How do I access the course web page?

Through Brightspace (the home base for the online aspects of our course). To access Brightspace:

1. Go to <https://brightspace.usc.edu/d2l/login> to login. You can also find Brightspace on myUSC. There is also an app, Brightspace Pulse, available in both the [Apple App Store](#) and [Google Play](#).
2. Enter your USC Net ID to access
3. Our course should be listed on your Home Page. Once you're in, feel free to click around and get used to the layout of information.
4. Need technical help? Check out training and resources in the [Brightspace Student Tutorials](#). Find technical support information below:
  - **Student Guides:** [Brightspace Student Guides](#)
  - **Brightspace Technical Support Line:** 888-895-2812
  - **Brightspace Email Support:** [usc@d2l.com](mailto:usc@d2l.com)

## What are the rules for classroom behavior?

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 for this class. 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. To that end, we'll work together to 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 discrimination is intentional, so we will work together to call out microaggressions when they occur. We'll strive to support each other as we learn strategies to communicate bravely without causing harm.

## What books do I need?

A copy of the WRIT 150 Course Book. To purchase, go to <https://redshelf.com/> and search for the ISBN 9781533966117 or use the following link: <https://redshelf.com/app/ecom/book/2662517/writing-150-course-book-2662517-9781533966117-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 tablet (bring to class sessions).

## Who is Dr. Foster?



*Milford Sound, New Zealand, 2022*

Greetings, Writers! You can call me “Dr. Foster,” “Dr. F.” or “Professor Foster” —whatever 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 getting my Ph.D., I taught English as a Second or Foreign Language (ESL/EFL), literature, Spanish, and various forms of creative, technical, and analytic writing (I even taught scuba diving in there for a couple of years!). In addition to teaching WRIT 150 and WRIT 340, I co-teach the summer Creative Writing Workshop for the USC Pre-College Programs. In my spare time, I occasionally publish shorter creative works (creative nonfiction essays or short stories, that sort of thing), but my most recent endeavor is *Humane Composition Pedagogy* (Palgrave Macmillan, forthcoming 2025), a guide for writing teachers co-authored with Writing Program colleague Dr. Tamara Black. When I’m not working or writing, I enjoy listening to audiobooks/podcasts while taking meandering walks, attempting to follow online recipes (with mixed results), playing computer games, and traveling the world. I’m also pet parent to Monster, a clumsy, mischievous cat adopted from an L.A. animal rescue.

## How can I get in touch with Dr. Foster, outside of class time?

**anfoster@usc.edu** or via Brightspace.

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 Dr. Foster?

- 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, instructors aren't 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 verbal 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 assistance with 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..." Google Docs links work great.

## Where and when are office hours?

Office hours will be hybrid (both in-person and on Zoom), **Mondays and Wednesdays from 1:30-3:00 p.m.**, and also by appointment (Zoom only). The Zoom link for all one-on-one meetings (office hours and conferences) is posted to Brightspace.

For "in person" office hours, head to Jefferson Building (JEFF) room 218. It's at the end of McClintock, on Jefferson Street—look for the [green two-story building](#). Unfortunately, JEFF isn't accessible to those with physical disabilities (there's no elevator), so please use the Zoom link as needed. If you pop into Zoom and no one seems to be there, be patient—I may be talking to someone IRL, so I'll probably text something like "be with you shortly" in the chat box, as soon as I get the chance.

Important Note: **Office hours are subject to change.** Sometimes we're having one-on-one meetings ("conferences") or there's a holiday or whatnot. Check Brightspace for the most up-to-date schedule.

## What are conferences, and how are they graded?

Conferences provide the opportunity to receive individualized guidance as you develop your writing and critical reasoning over the course of the semester. It may help to think of these sessions as "collaborative brainstorming"—a chance to discuss ideas, deepen your understanding of course concepts, and refine your writing.

With regards to assessment, conferences are treated like any normal class attendance (with the same penalties for missing a session or arriving late). During conference weeks, one class will typically be cancelled to create time for this activity (specific dates will be provided on Brightspace).

## 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/>

## Where is the course calendar?

Due dates for weekly assignments will be posted to Brightspace. The calendar for major assignments is provided below:

Assignment	Assignment Requirements	Due Date
Writing Project 1 (WP 1)	1500-1800-word writing task (about 5 pages)	February 1
Writing Project 2 (WP 2)	1500-1800-word writing task (about 5 pages)	February 22
Writing Project 3 (WP 3)	700-900-word research proposal	March 13
Writing Project 4 (WP 4)	2200-2800-word writing task (7-9 pages)	April 19
Final Portfolio	Revision task (more information to be provided at a later date)	May 2 or May 3**
Late Work Deadline	Final deadline for any late major writing projects or assignments before grades are submitted to USC and the Writing Program.	May 8

\*\* 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 May 3).

Here are a few additional dates to keep on your radar (this will also be posted to Brightspace):

January 13: First day of class

January 20: Martin Luther King, Jr. Day (a Monday; no classes at USC)

January 31 Last day to add, change to pass/no pass, or drop without a "W" on your transcript, with a refund

February 17: Presidents' Day (a Monday; no classes at USC)

February 28: Last day to withdraw without a "W" on your transcript or change pass/no pass to a letter grade

March 17-21: Spring Break

April 11: Last day to drop with a “W” on transcript

May 2: Last day of class

## 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, so I can’t open or read .pages files. If you submit a .pages file, I’ll mark it as a zero (no credit), but you can still send me the correct file type by email (within a reasonable time frame), with no penalty. You may wish to get into the habit of using Google Docs for your class assignments (it has the added benefit of saving to the cloud), but you can also download Microsoft Office 365 (which includes Word) for free via USC ITS. [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 on time, notify me (anfoster@usc.edu) ASAP to request an extension. Extensions will be granted on a case-by-case basis.



### Can I use generative artificial intelligence (e.g., ChatGPT) to help me with my coursework?

Every word you write for this course must be your own. However, there are cases where generative artificial intelligence (GAI) can be useful to our writing process, and we will be exploring some of these during class time. For example, it may help us generate ideas or locate reputable sources for our writing projects. This said, the text produced by GAI does not currently represent ethical research and



writing practices, given that it frequently summarizes others' intellectual work without proper attribution. Even more problematically, GAI produces stilted, formulaic (and, quite frankly, bland) writing, because it's been trained on five-paragraph essays—exactly the kind of writing this course teaches you to avoid. It also, it should be said, reinforces hegemonic ways of writing, often replicating monolingual or dominant modes of writing. In contrast, this class grants you the opportunity to explore your own ways of speaking and writing and find your unique “voice” as a writer. For this reason, **the use of ChatGPT or any other GAI for the purposes of generating text, rewriting/revising your writing, or completing ancillary (homework) assignments will be considered a violation of academic integrity, and be treated as such.**

As an additional note, as your instructor, I'm aware that (in many cases) the use of GAI comes from grade-related anxiety. The grading contract was created for this very reason. You won't receive a bad grade for imperfect prose or not being as strong a writer as some of your peers. I'm not interested in reading grammatically-perfect writing that synthesizes others' words and ideas. I care about who *you* are and how *you* think, and you won't receive a bad grade for trying. You'll only fail if you don't try.

## Teaching Style & Logistics

### Is this class a lecture?

No--this is a workshop-style course. Think of it as a kind of "lab": the emphasis is on collaboration, group work, discussion, and putting course concepts into practice. 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, 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.

### 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. Just let me know you're sick and I'll mark the absence as legitimate; you can turn in any missed assignments when you resume attending. If you must attend class while coughing or sneezing (due to a contagious illness), wearing a mask would be a courtesy.

### Can I attend online?

**No. This is a fully in-person course.** Zoom attendance is only permitted in the case of OSAS-approved accommodations, or in the case of exceptional, discussed-with-me-circumstances. If you need to miss class due to an athletic/school/work event or personal reasons (such as a death in the family), you

should take advantage of one of your provided excused absences and (as needed) request an extension on any work that's due.

## What if I'm late to class?

There's no need to apologize or explain if you are late to class—life happens. There is a five-minute grace period, but after that, you'll be marked as late. Lateness cannot be “excused”—you will simply be marked late. Three late arrivals equal 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 Brightspace or read the weekly newsletter sent to your email inbox.

## What are ancillary writing assignments?

Supplemental, or “ancillary” writing assignments are designed specifically to prepare you for the next day's class activities. This means that, 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 can be submitted in standard MLA or APA style citation formatting (just be consistent and avoid using a mix of different citation styles). For more about how to cite sources, visit the [Purdue OWL website](#). .doc, .docx, or .pdf file types are ideal.

**Do I Need a Cover Page?** No. A header on page on page 1 will suffice.

**Header:** Include your single-spaced header in the top left of the first page (only):

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. If you're using APA style, you can bold your title, otherwise, no fancy stuff (larger font, colorful font, etc.).

**Page Numbers.** Page numbers go in the top right corner of the page. If you're following MLA style (not APA), you include your last name before the page number ("Foster 2").

**Font:** Font should be 12 point.

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

**Spacing (between lines):** double-spaced (2.0). Please do not add extra space between paragraphs. All text should be left-justified, with a 0.5" indent for the first line of each paragraph.

**Sample MLA Format Student Paper** [here](#).

**Sample APA Format Student Paper** [here](#).

## Attendance and Late Work Policies

### How many classes can I miss?

Attendance has a significant impact on your final course grade (see: [Is this class a lecture?](#)). The more absences you accrue, the lower your final course grade will be. 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 class occasionally throughout the semester for non-legitimate reasons. 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 one week's worth of class (three sessions) without incurring a penalty, and up to two weeks (six sessions) if no more than three of those absences are excused. Any more than that, and you start to accrue breaches of contract that lower your final course grade. **If you accrue more than 9 unexcused absences (or more than 3 weeks, a.k.a. 20% of the course!), you will receive a failing grade ("F").** See grading contract (below) for more details.

"Excused" or "legitimate" absences refer 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.

"Unexcused" or "non-legitimate" absences include missing class due to an obligation for work or another class (such as the need to study for a test or work overtime at your job), oversleeping, poor time management, or holiday travel, among other possible reasons.

## What is the procedure for requesting an excused absence or extension?

Just let me know as you can—ideally, before the absence. Out of respect for your privacy, there’s no need to provide specific information or documentation, particularly when it comes to mental or physical health. Saying “I need to take a mental health day,” or “I have a medical issue” will suffice, no questions asked.

Extensions for major writing projects are granted on a case-by-case basis, if there is a good reason to do so (usually because of a legitimate absence). This should happen very rarely. Extensions should be requested via email before the submission deadline.

## 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 a student taking an incomplete due to a medical emergency. Even in that case, your medical privacy will be respected, with documentation to be sent directly to the Writing Program administration (not to me).

## 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 three (3) classes for non-legitimate reasons without incurring a penalty, plus an additional three (3) excused (legitimate) absences (so, you could hypothetically miss six classes with no impact on your grade). After that, you start accruing penalties (“breaches of contract”) that will significantly lower your grade. See: [How many classes can I miss?](#)

#### 2. Be on time.

Arriving to class later than 5 minutes after our scheduled starting time, or leaving early, will impact your grade. Late arrivals and early departures are considered part of your attendance grade, with three of these equivalent to one unexcused absence. These will contribute to your total number of unexcused absences for the course.

#### 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. Submitting a major assignment late is considered a breach of contract (and will affect your final course grade).

#### 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 Brightspace before the start of class time.

Additional guidelines:

- Work submitted one minute late will be marked as late (you should not be working on ancillary assignments during class time, as it will limit your ability to participate actively in class activities).
- 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.
- 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 a revision task. You'll have the opportunity to revisit some of your previous work and reflect on your growth as a writer and critical thinker this term. More specific 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).

## 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 (i.e., you have no breaches of 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 (i.e., you've accrued breaches of 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 unexcused absence)	Late Major Writing Projects (includes the Final Portfolio)	Missing Ancillary Assignments (2 late ancillaries=1 missing ancillary)	Lapses in Professionalism
B or above, per the Portfolio	0-3 (or up to 6, in the case of 3 excused absences)	None	0-2	0-2
1 step lower (or one breach of contract)	4 (7)	1	3	3
2 steps lower	5 (8)	2	4	4
3 steps lower	6 (9)	3	5	5
4 steps Lower	7 (10)	4	6	6
5 steps lower	8 (11)	5	7	7
6 steps lower			8	8
Automatic F	9 (12)		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 four unexcused absences (one grade step down), plus three missing ancillary assignments (one 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 three lapses in professionalism (one grade step down), and you had six unexcused absences (three 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.

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.

## Additional Resources

### What are the rules about plagiarism?

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 to generate text or revise your work, as well as the use of homework-sharing websites/apps, among other forms of academic dishonesty, are equally unacceptable. More information is available on pp. 9-11 of the 2024-2025 [USC 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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).



Note: Informing me about accommodations/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.

### Quick Links

[Therapy Plus](#)

[What Should I Do? \(undergrad/UPC edition\)](#)

[Counseling and Mental Health Services](#)

### 24/7 Phone Lines

Connect to a mental health counselor in USC Student Health  
**Call 213-740-9355 (WELL) (for students)**

Connect to a trained volunteer in the Crisis Text Line  
**Text "TROJAN" to 741741**

Connect to the national Suicide and Crisis Lifeline  
**Call 9-8-8**  
[suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

## What other university support systems are there?

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*

Through the 24/7 Advocates on call service, 213-740-9355 (WELL), provides transportation and accompaniment to SART centers for students, and navigation of reporting options, medical and mental health support, campus accommodations, and other support services. Services are also available for survivors of dating/partner violence, stalking, and other forms of gender-based harm. Advocates may also be contacted by secure message through the MySHR patient portal, <https://usc.edu/myshr>.

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086*

<https://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.symplcity.com/care\\_report](https://usc-advocate.symplcity.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.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](https://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](https://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.

*Gender-Affirming Care*

<https://sites.usc.edu/sexandhealth/services/gender-affirming-care/>

"USC Student Health is committed to providing comprehensive, integrated care for transgender students at USC. Contact us at [213-740-9355 \(WELL\)](tel:213-740-9355) or through the [MySHR](#) patient portal to make an appointment with a provider to discuss how we may support your needs."

*Student Financial Aid and Satisfactory Academic Progress*

[financialaid.usc.edu/](https://financialaid.usc.edu/)

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the webpage above for SAP eligibility requirements and the appeals process.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://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](https://dps.usc.edu)

Non-emergency assistance or information.

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

[ombuds.usc.edu](http://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) 442-3340 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

[chan.usc.edu/otfp](http://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.