**Logo, company name

Description automatically generated**

**ITP-****ID “****Title”**

**Units:**

**Term**

Day/time

**Location:** TBD

**Instructor:** **Name**

**Office:** **Room**

**Office Hours:**

**TBD**

**Contact Info:**

**Email address**

**Office:****TBD**

**Office Hours:**

**TBD**

**Contact Info:**

**TBD**

# IT Help: Viterbi IT

**Hours of Service:**

Monday – Friday, 8:30 a.m. – 5:00 p.m.

**Contact Info:**

DRB 205

(213) 740-0517

[engrhelp@usc.edu](mailto:engrhelp@usc.edu)

# Course Description

The **Course Description** is an expanded version of the description published in the University catalogue. Describe the student audience for whom the course is appropriate. Aspirational statements are not learning objectives but are valuable and belong in this section. Aspirational statements describe course goals that cannot necessarily be achieved during the course by most students, but ones the instructor hopes students continue to develop throughout their personal/professional lives. Aspirational statements commonly include phrases such as “students will develop an appreciation of…” or “value...” or “become aware of...”

**Catalogue Description**

25-word summary of the Course Description. This will be shown on the University Catalogue.

# Learning Objectives

Learning Objectives identify the specific, measurable skills a student will demonstrate by the end of the course. Learning objectives should be both taught and assessed by the instructor. They are aligned with the assignments, assessments and learning materials. They complete the sentence “By the end of this course, students will be able to” and avoid verbs such as understand, learn, and know.  
  
The ECC **strongly** recommends to utilize [Bloom’s taxonomy](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) when describing learning objectives.  
  
**Example of Learning Objectives:**  
  
By the end of the course, students will:  
    -**Understand** the fundamentals of X  
    - Be able to **articulate** Y  
    - **Construct** various types of Z

**Prerequisite(s):** course(s) that must be taken prior to this course

**Co-Requisite(s):** course(s) that must be taken prior to or simultaneously

**Concurrent Enrollment:** course(s) that must be taken simultaneously

**Recommended Preparation:** course work or background that is advisable, not mandatory

# Course Notes

Grading Type, if other than the assumed letter grade (i.e., Credit No-Credit or Numeric and/or In Progress). Note any unique characteristics of the course of operating procedure. Is the course Web-Enhanced (i.e. Blackboard), Blended or Online? If copies of lecture slides and other class information will be posted on Blackboard, note that here. If multimedia or technology-enhanced learning strategies will be used, please describe them here.

# Technological Proficiency and Hardware/Software Required (important for classes with no prerequisites.)

It is important to let students know if there are specific software or hardware requirements to engage in your course. The Technology/Software Requirements statement should also link to the available resources the students have access to. Additional information may include how to contact support and how to access free versions of the products if available.

# Required Readings and Supplementary Materials

Required readings and supplementary materials. Where to access/purchase.

# Description and Assessment of Assignments, Grading Breakdown

Including the detailed assignments below, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

|  |  |
| --- | --- |
| **Assignment** | **% of grade** |
| Participation | **15** |
| Class Discussion | **10** |
| Quizzes | **20** |
| Assignments | **…** |
| Exams | **…** |
| **TOTAL** | **100** |

What kind of work is to be done and how should it be completed, i.e. how the learning outcome will be assessed? Include any assessment and grading rubrics to be used.

Also describe the grading method for each category of assignment. The grading method should also align with the assignment and learning objective(s). Sample grading rubrics and guidance on developing rubrics are available in the [CET Course Design Resources](http://cet.usc.edu/resources/course-design/).

***Example:***

**Participation**

Credit for participation (if any) should be explained, including what a student must do to earn full credit for participation. A CET resource discusses [use of in-class work to assess class participation](http://cet.usc.edu/cet/wp-content/uploads/2018/03/CET-InClass-Work-as-Participation.docx). Credit may not be awarded solely for attendance, per USC policy. Participation may not be weighted more than 15% of the course grade.

**Class** **Discussion**:

Each week students will break into small groups to discuss topics learned in the course. Each team will present on … each presentation will (elaborate)

**Quizzes**:

Etc…

**Assignments**:

Etc…

**Exams**:

Etc…

**Assignment Submission Policy**

Describe how, and when, assignments are to be submitted.

**Additional Policies**

Add any additional policies that students should be aware of: late assignments, missed classes, attendance expectations, use of technology in the classroom, etc.

Course Schedule: A Weekly Breakdown

Provide a detailed course calendar that provides a thorough list of deliverables—readings, assignments, examinations, etc., broken down on at least a weekly basis. The format may vary, but the content must include:

* Subject matter (topic) or activity
* Required preparatory reading, or other assignments (i.e., viewing videos) for each class session, including page numbers.
* Assignments or deliverables.

**IMPORTANT:**

In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester.

(Please refer to the Contact Hours Reference at arr.usc.edu/services/curriculum/resources.html.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topics/Daily Activities** | **Readings and Homework** | **Deliverable/Due Dates** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |
| **9** |  |  |  |
| **10** |  |  |  |
| **11** |  |  |  |
| **12** |  |  |  |
| **13** |  |  |  |
| **14** |  |  |  |
| **15** |  |  |  |
| **FINAL** |  | **Date:** For the date and time of the final for this class, consult the USC Schedule of Classes at [classes.usc.edu/](https://classes.usc.edu/). | |

**Statement on Academic Conduct and Support Systems**

**Academic Conduct:**

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. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems:**

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

[studenthealth.usc.edu/counseling](https://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](http://www.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](https://studenthealth.usc.edu/sexual-assault/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.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](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

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 at USC - (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.

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

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

Non-emergency assistance or information.

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

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