****

**ITP-****ID “****Title”**

**Units:**

**Term**

Day/time

**Location:** TBD

## **Instructor:**

### **Office:** [Physical or virtual address]

### **Office Hours:** [The general guideline is for one weekly office hour for each class taught. Office hours do not count as contact hours.]

### **Contact Info:** [Email, phone number (office, cell), Skype, etc. Timeline for replying to emails/calls (i.e.within 48 hours).]

## **Teaching Assistant:**

**Office:** [Physical or virtual address]

### **Office Hours:**

**Contact Info:** [Email, phone number (office, cell), Skype, etc.]

# IT Help: Viterbi IT Hours of Service:Monday – Friday, 8:30 a.m. – 5:00 p.m.Contact Info: DRB 205 (213) 740-0517engrhelp@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

Include 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. Clearly indicate which materials must be purchased by students and how/where they can obtain them.]

# 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.

## **Attendance**

No portion of the grade may be awarded for class attendance, but non-attendance can be the basis for lowering the grade, when clearly stated on the syllabus. Attendance policies may address student athletes with approved Travel Request Letters and students who give advance notice of religious observation. Include information on alternative course work expectations for students who miss a class session.

**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.

**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](https://policy.usc.edu/studenthandbook/). 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](https://policy.usc.edu/studenthandbook/) or the [Office of Academic Integrity’s website](https://academicintegrity.usc.edu/), and university policies on [Research and Scholarship Misconduct](https://policy.usc.edu/research-and-scholarship-misconduct/).

**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 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](https://policy.usc.edu/studenthandbook/), 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. 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](https://policy.usc.edu/studenthandbook/), page 13).

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 Integrity:**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, 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. All incidences of academic misconduct will be reported to the Office of Academic Integrity 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](https://policy.usc.edu/studenthandbook/) or the [Office of Academic Integrity’s website](http://academicintegrity.usc.edu/), and university policies on [Research and Scholarship Misconduct](https://policy.usc.edu/research-and-scholarship-misconduct/).

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

**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](http://osas.usc.edu/). You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

**Support Systems:**

[*Counseling and Mental Health*](http://sites.google.com/usc.edu/counseling-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*](http://988lifeline.org/) *- 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)*](http://sites.google.com/usc.edu/rsvpclientservices/home) *- (213) 740-9355(WELL) – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*](http://eeotix.usc.edu/) *- (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*](http://usc-advocate.symplicity.com/care_report) *- (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)*](http://osas.usc.edu/) *- (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*](http://campussupport.usc.edu/) *- (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*](http://diversity.usc.edu/) *- (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*](https://emergency.usc.edu/) *- 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*](https://dps.usc.edu/) *- UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*

Non-emergency assistance or information.

[*Office of the Ombuds*](http://ombuds.usc.edu/) *- (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.

​Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.