# Logo of the University of Southern California

# Course ID and Title:

## Units:

## Term—Day—Time:

[Important: The general expectation for a standard format course offered in a standard 15-week term is that the number of 50-minute contact hours per week should equal the number of semester units indicated and that one semester unit entails 1 hour of class time and 2 hours of outside work (3 hours total) per week. Standard fall and spring sessions (001) require a final summative experience during the University scheduled final exam day and time. Please refer to the Curriculum Office [Resources](https://arr.usc.edu/faculty-staff/curriculum/resources/) page to find guidelines for courses that do not follow a standard format and/or a standard term.]

**Location:** [Physical address and/or course-related URLs, etc.]

## 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:

### Hours of Service:

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

## 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...”]

## 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. Refer to CET resources, [Bloom’s Taxonomy](https://cet.usc.edu/teaching-resources/blooms-taxonomy/), [Learning objectives FAQ](https://cet.usc.edu/teaching-resources/learning-objectives-faq/), [Writing learning objectives](https://cet.usc.edu/teaching-resources/writing-learning-objectives/).]

**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 (e.g., Letter, Credit No/Credit, Numeric). 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

[If applicable, provide details of accessing course if not in a traditional classroom setting. It is important to let students know if there are specific software or hardware requirements to engage in your course. Additional information may include how to access free versions of the products if available. Link information for the [USC Computing Center Laptop Loaner Program](https://itservices.usc.edu/spaces/laptoploaner/). Link information for software support and availability. USC Technology Support Links [Zoom information for students](https://keepteaching.usc.edu/students/student-toolkit/classroom/zoom/), [Blackboard help for students](https://keepteaching.usc.edu/students/student-toolkit/classroom/blackboard/), [Software available to USC Campus](https://software.usc.edu/).]

## 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.]

## Optional Readings and Supplementary Materials

[Optional course materials that are not required but recommended.]

## Description and Assessment of Assignments

[Assignmentsare aligned with the learning objectives, meaning that each assignment serves to measure student performance on at least one learning objective. This section describes each assignment, how it maps onto learning objective(s), and how it will be graded. Faculty can provide [detailed descriptions of assignments](https://cet.usc.edu/teaching-resources/assignment-description-template/) here, or they can provide descriptions that provide an overview, reserving actual assignment descriptions/prompts for later in the course. Every category of graded work should be briefly described. Note: some programs also require [rubrics](https://cet.usc.edu/teaching-resources/creating-a-rubric/) on the syllabus. Search for examples of rubrics on the [CET website](https://cet.usc.edu/teaching-resources/).]

## Participation

[Credit for participation (if any) should be explained, including what a student must do to earn full credit for participation. Also consider [in-class work as participation](https://cet.usc.edu/teaching-resources/in-class-work-as-participation/).]

## Grading Breakdown

[Including the above detailed assignments, how will students be graded overall? Participation should not exceed 15% of the total grade. Where it does, the syllabus must provide an added explanation. 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. The sum of percentages must total 100%.]

### Table 1 Grading Breakdown

| **Assessment Tool (assignments)** | **Points** | **% of Grade** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** |  |  |

## Grading Scale

[The following is an example of what a grading scale might look like. Check with your department or school for the recommended grading scale.]

Course final grades will be determined using the following scale:

### Table 2 Course Grading Scale

| Letter grade | Corresponding numerical point range |
| --- | --- |
| A | 95-100 |
| A- | 90-94 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 and below |

## Assignment Submission Policy

[Describe how and when assignments are to be submitted.]

## Grading Timeline

[Announce a timeline for when students can expect grading and feedback from the instructor.]

## Course Specific Policies

[Add any additional policies that students should be aware of: late work submissions, missed classes, use of technology in the classroom, etc. [Course-specific policies](https://cet.usc.edu/teaching-resources/course-policies/) differ from university policies in that they are set by each instructor or department/program.]

## 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.]

## Classroom norms

[Classroom normsdescribe the behaviors that are encouraged and discouraged during class. They can be a powerful tool for establishing a supportive learning environment. Refer to the CET resource, [A menu of discussion norms](https://cet.usc.edu/teaching-resources/a-menu-of-discussion-norms/).]

## Zoom etiquette

["Netiquette" or "internet etiquette," describes the recommended communication and behavior of online communication. Having a [Zoom netiquette policy](https://cet.usc.edu/teaching-resources/netiquette-considerations/) for your course can help minimize the chances of miscommunication and perceived disrespect. It is also recommended that you encourage students to contact you with questions or concerns about complying with a policy. For instance, if a student is unable to keep their camera on during the synchronous Zoom session, encourage them to contact you prior to the class session.]

## Academic Integrity

[The first 5 paragraphs are required to be included on your syllabi.]

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/).

### Creating a policy for the use of AI Generators in your course

[Note to Faculty: Review the considerations and sample options below to include language in your syllabi regarding the use of AI in your courses.

Considerations when crafting a policy for AI/Chat GPT use in your course:

* Does your department, program, or school have an existing policy?
* Under what circumstances is AI use permitted in the course and/or for specific assignments?
* How should students cite or credit AI-generated material? ([USC Libraries AI Generators Citation Guidance](https://libguides.usc.edu/generative-AI))
* How will students be held accountable for AI’s tendency toward [hallucination](https://en.wikipedia.org/wiki/Hallucination_(artificial_intelligence)) (i.e., deceptive data)?
* What are the ethical considerations of using AI in general and in your discipline?
* How can AI be used as an effective learning tool, rather than a content creator for course assignments?

**Sample Option A–not permitted**

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

**Option B–permitted on specific assignments**

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

**Option C–encouraged use**

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

* AI tools are permitted to help you brainstorm topics or revise work you have already written.
* If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
* Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
* AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
* Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.]

[Note to Faculty: Include common examples of activities and assignments that might occur in your class. See the following example.]

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

Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.

Group work. Unless specifically designated as a ‘group project,’ all assignments are expected to be completed individually.

Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.]

[Note to Faculty: Include information regarding grade outcomes a student may expect if found in violation. See the following example]

[If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an “F” grade on the assignment, exam, and/or in the course.]

## 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 Evaluations

[Course evaluation occurs at the end of the semester university-wide. It is an important review of students’ experience in the class. The process and intent of the end-of-semester evaluation should be provided. In addition, a [mid-semester evaluation](https://cet.usc.edu/teaching-resources/mid-semester-evaluation/) is recommended practice for early course correction.]

## Course Schedule

[Provide a detailed course calendar that includes a list of deliverables (homework assignments, examinations, etc.) broken down on a weekly basis. The format may vary, but the content must include:

* Subject matter (topic) or activity
* Required preparatory reading or tasks (e.g., viewing videos)
* Deliverables and when each deliverable is due. A blanket statement that there will be a deliverable due at a specified frequency (e.g., there will be homework due weekly) may obviate the need to state when certain deliverables are due

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. Standard fall and spring sessions (001) require a final summative experience during the University scheduled final exam day and time.]

### Table 3 Course schedule

|  | **Topics/Daily Activities** | **Readings/Preparation** | **Deliverables** |
| --- | --- | --- | --- |
| Week 1 |  |  |  |
| Week 2 |  |  |  |
| Week 3 |  |  |  |
| Week 4 |  |  |  |
| Week 5 |  |  |  |
| Week 6 |  |  |  |
| Week 7 |  |  |  |
| Week 8 |  |  |  |
| Week 9 |  |  |  |
| Week 10 |  |  |  |
| Week 11 |  |  |  |
| Week 12 |  |  |  |
| Week 13 |  |  |  |
| Week 14 |  |  |  |
| Week 15 |  |  |  |
| FINAL |  |  | Refer to the final exam schedule in 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, compromises 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](https://osas.usc.edu/) (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](mailto: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.

[*Occupational Therapy Faculty Practice*](http://chan.usc.edu/patient-care/faculty-practice) *- (323) 442-2850 or*[otfp@med.usc.edu](mailto:otfp@med.usc.edu)

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