Academic Calendar 2017-2018

Fall Semester 2017
August 14-18
16-Aug
21-Aug
4-Sep
November 22-26
1-Dec
December 2-5
December 6-13
December 14 – January 8

Open Registration
Move-In
Classes Begin
Labor Day
Thanksgiving Holiday
Classes End
Study Days
Exams
Winter Recess

Spring Semester 2018
January 4-5
8-Jan
15-Jan
19-Feb
March 11-18
27-Apr
April 28-May 1
May 2-9
11-May

Open Registration
Classes Begin
Martin Luther King’s Birthday
President’s Day
Spring Recess
Classes End
Study Days
Exams
Commencement
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THE USC DORNSIFE COLLEGE
UNDERGRADUATE EDUCATION

USC Dornsife provides ample occasions for students to engage in uniquely enhanced academic opportunities so that each will have:

- studied multiple in fields and have developed the ability to work and think between and across these fields in such a way that in each of these fields they are comfortable moving between theory and practice in solving problems (e.g., through internship sand service learning)

- taken advantage of Los Angeles as a unique, diverse urban center and have experienced a rich variety of co/extra-curricular cultural experiences in the arts and current affairs, both on and off the USC campus

- developed actively a global perspective through on campus activities, internships or off campus study programs

- actively connected with the Trojan Family network through internships, mentoring or other aspects of personal and career development

- experienced service learning, combining community service with academic inquiry

- developed relationships with faculty mentors who have inspired and guided them in developing research interests

- developed an awareness of the richness and cultural significance of technology, and the science upon which it is based
THE USC UNDERGRADUATE

Fall 2016

Total USC Freshmen Class: 3,068

*Gender: 45% Male, 55% Female

*Ethnic Distribution:
  African American 5%
  Asian/Asian American 20%
  Caucasian 41%
  International 14%
  Latino/Hispanic 13%
  Native American/Pacific Islander <1%
  Not Indicated 6%
*Because of Multiethnic classifications, total percent will not equal 100.

*Middle 50% GPA (un-weighted): 3.63 – 3.97

*Middle 50% SAT Composite Score: 1950 - 2210
Section I:

Your College Teaching Assistantship
Graduate Assistant Responsibilities
The following has been adapted from:
Graduate Assistant Handbook online at:

Eligibility Requirements
To be eligible to serve as a USC Dornsife Teaching Assistant (TA) or Graduate Assistant Lecturer (AL), students must:

- be enrolled in an appropriate USC PhD program
- be enrolled full-time.
- be in good academic standing with a GPA of no lower than 3.0.
- be verified by their home program to be making satisfactory academic progress toward the degree.
- have met the university’s standards for proficiency in the English language and must attend an USC Dornsife AL or TA orientation and enroll in a Dornsife Practicum in Teaching in their first semester of teaching.

USC Standards for English Proficiency
For international students whose native language is not English, TA or AL offers are contingent on their achieving a score of at least 5.0 on the International Teaching Assistant (ITA) Oral Interview Exam, administered by USC’s American Language Institute. First-time international TAs and ALs whose native language is not English must take this examination before assuming teaching duties, and no later than the first day of classes.

More information about the standards for English proficiency and ITA Oral Interview Exam at: http://ali.usc.edu/ita/

Selection Criteria
Selection criteria may include:

- departmental need
- prior teaching experience
- faculty requests
- student's relevant knowledge, skills, and expertise
- compatibility with the research goals of supervising faculty member or principal investigator
- specific limitations defined by the granting agency (if applicable)

Questions about the specifics of TA and AL selection should be referred to the department chair or director of the graduate program.

Offer Letter
TA and AL appointments are confirmed through an official offer letter. The offer letter may be sent to the student at the beginning of the academic year or at the beginning of a semester or summer session. The offer letter details the length of the appointment, the time commitment,
Continuation and Reappointment
The continuation and/or reappointment of any TA or AL position is based on the student’s successful performance of teaching duties, satisfactory academic progress, and the selection criteria above. Student evaluations are taken into consideration for TAs and ALs. RAs must meet the program’s and PI’s or professor’s expectations as outlined in the contractual offer letter. In some cases, the reappointment of RAs is dependent on the continuation of contract or grant funding. Other factors that can affect continuation and reappointment of any position include departmental need and faculty evaluations (see selection criteria).

Poor performance or conduct may result in the immediate withdrawal of a TA, RA, or AL position.

USC Standards of Conduct
TAs and ALs are subject to the rules and regulations of the Board of Trustees, the university, and the department or program within which they hold their awards. In the performance of their responsibilities they must abide by the academic and instructional criteria and policies established by the department or program of their appointment. All TAs and ALs shall respect the rights and opinions of students and uphold the academic and community standards of the university as set forth in the Student Conduct Code and in the USC Code of Ethics in the performance of their responsibilities.

All TAs and ALs are required to review the university's policy against harassment and discrimination for staff, faculty and students prior to the beginning of the first semester of their appointment as a TA or AL. https://studentaffairs.usc.edu/scampus/

Discrimination, harassment, or sexual harassment is unacceptable. Any incidents must be immediately reported to the Office of Equity and Diversity. Retaliation against complainants is a violation of university policy and should be reported immediately to the Office of Equity and Diversity. Victims or witnesses should not attempt to resolve discrimination, harassment, or sexual harassment issues within their department or school without guidance from the Office of Equity and Diversity. http://equity.usc.edu/

USC also has established policies for Conflict of Interest in Research and Scientific Misconduct. These policies apply to TAs and ALs. http://ooc.usc.edu/policy-scientific-misconduct

Expected Student Behavior
TAs and ALs should:
● be careful, thoughtful, and discreet.
● conduct themselves professionally.
● regularly communicate with their faculty supervisor.
● ask for advice and assistance if and when they need it.
Responsibilities
- TA and AL positions support graduate students’ experience as such. Therefore, their first responsibility is to their own studies.
- After the offer letter has been issued, any modifications to TA or AL stipends and/or hours must be approved by the university.

Teaching Assistants and Assistant Lecturers
All responsibilities of TAs and ALs are carried out under the established supervision of the departmental faculty. The duties of TAs may include the following: reading course texts and materials, assisting during lectures, leading discussion sections or lab meetings, holding office hours each week, responding to student concerns, grading course assignments and exams, leading and monitoring lab exercises, participating in regular meetings with supervising faculty and other TAs, designing and leading review sessions, serving as a liaison between the instructor and students, upholding the university’s policy on academic integrity, and assisting with the management of the course details. The Center for Excellence in Teaching is a good resource for support and information.

In addition to leading their courses, ALs may find that their duties sometimes overlap with those of TAs.

As with faculty at USC, TAs and ALs are evaluated by their students. TAs and ALs should review evaluations at the end of each semester after grades are submitted. TAs and ALs are encouraged to keep a record of the numerical scores and student comments for their teaching portfolio.

Faculty
At the beginning of the semester, the supervising faculty member will discuss with his or her TAs the scope of their duties and responsibilities. This should include making the student aware of the criteria that will be used for the evaluation of performance. At the end of each semester, the supervising faculty will evaluate the performance of the TAs under their direction. Any written evaluations will be kept on file in the department.

Faculty are responsible for structuring the activities of TAs in accordance with university guidelines concerning TA workloads. TAs are allowed to devote no more than 20 hours per week, on average, to their teaching assignment.

Faculty are responsible for knowing the terms of appointment for each of their TAs and adjusting the workload for each accordingly.

Supervising faculty may not require TAs to perform services unrelated to their teaching duties, such as personal errands for the faculty member, providing child or pet care, and so forth.
Expected Faculty Behavior
Faculty supervisors of TAs should:
  ● provide and discuss the syllabus with the TA before or within the first week of classes.
  ● explain to the TA the learning and content objectives of the course.
  ● discuss with the TA any questions or concerns about the course material.
  ● clarify their expectations pertaining to:
    ○ attendance in lecture
    ○ leading lab and discussion sections.
    ○ designing syllabi for lab and discussion sections
    ○ grading
    ○ holding review sessions
    ○ office hours
    ○ procuring audio and visual material.
    ○ photocopying or posting materials online
    ○ proctoring exams.
    ○ overall purpose of the teaching assistant (TA) in the course.
  ● schedule regular meetings with their TA team and with individual TAs.
  ● provide examples of a range of exams, papers, quizzes, and lab reports.
  ● schedule meetings with the TAs to discuss upcoming assignments and provide or develop a grading rubric.
  ● be sensitive to a TA’s time when scheduling turn-around time for graded assignments.
  ● share with their TAs pedagogical strategies and activities that worked for a given concept or topic.
  ● share with their TAs general beneficial pedagogical practices.
  ● be prompt in notifying their TAs with any change in scheduling or the syllabi.

Terms of Appointment

Workload
The first responsibility of a graduate student is his/her own research and studies, satisfactory academic progress, and timely progress to the degree. For this reason, except for summer session, awards cannot exceed 20 hours per week for a 50% assignment or 10 hours per week for a 25% assignment, averaged over a semester.

Requests for up to an additional 5 hours per week for a temporary, short-term assignment or a one-time opportunity during the fall or spring semester are subject to approval by the Vice Provost for Graduate Programs. Students should see the staff advisor in their home program for help with the request process.

In cases where appointment to a TAship or ALship is made in a program other than the student's home program, the program of appointment is responsible for providing stipend, tuition, and all health-related fees. The program of appointment should also inquire of the student and the
student’s advisor whether the student has any other appointments that could affect the total workload.

**Stipends, Tuition Remission, and Health Benefits**
- Each student is responsible for checking his/her account for accuracy.
- Each student settles any charges for which s/he is responsible by the deadline each semester.

All TA and AL appointments include tuition units, health insurance, dental insurance, access to the student health center, and a stipend. Each year, the Provost sets the base stipend for TAs, RAs, and ALs. Schools, programs, and PIs may offer appointments with higher amounts.

In addition:

- A 50% TA or AL appointment includes tuition remission up to 12 units per semester of the appointment and 6 units of tuition remission for the summer following the assignment.

- A 33% TA or AL appointment includes tuition remission up to 10 units per semester of the appointment and 5 units of tuition remission for the summer following the assignment.

- A 25% TA or AL appointment includes tuition remission up to 8 units per semester of the appointment and 4 units of tuition remission for the summer following the assignment.

TAs and ALs who would like to use remitted tuition units for coursework outside their home program must have the written approval of their faculty advisor, department chair or program director, and the dean of the school. If students do not have prior approval, they may be responsible for covering the cost of these units.

The tuition allowance is non-transferable from semester to semester and will be applied to the student’s account in the amount appropriate for the courses s/he takes. Students should contact the program of the appointment if the tuition is not credited to their account. Fees (books, laboratory, etc.) are not covered by the award.

The university requires TAs and ALs to be enrolled in a minimum of 6 units every semester or in equivalent full-time enrollment (GRSC 800, GRSC 810, Thesis 594 or Dissertation 794).

Students who serve as TAs and ALs during the summer receive a stipend and tuition remission proportional to the appointment. The health center fee will also be paid, and the student will have access from the first day of the appointment until the end of the summer. (The spring coverage period for the USC student health insurance includes January through the end of the summer as well.) Students who are invited to campus for any other sponsored academic purpose, such as a professional development institute, receive access to the student health center from the first day of the academic event until the end of the summer.
Pay Periods for Stipends

<table>
<thead>
<tr>
<th>Semester</th>
<th>Begin date</th>
<th>End date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>May 17</td>
<td>August 15</td>
</tr>
<tr>
<td>Fall</td>
<td>August 15</td>
<td>December 31</td>
</tr>
<tr>
<td>Spring</td>
<td>January 1</td>
<td>May 15</td>
</tr>
</tbody>
</table>

The 4½ month pay periods for stipend payments are slightly different than the semester schedule. Students must be paid the stipend for the entire 4½ months. Students who leave the program part-way through the appointment are not entitled to the remaining stipend. Students receiving a fellowship should refer to the source of the fellowship for additional information about pay periods and dates.

Tax Status of Awards
The stipends paid to TA’s and AL’s are treated as taxable income by the Internal Revenue Service. Therefore, the university is obligated to withhold income taxes. Tuition remission earned as a TA or AL is not taxable. International students should consult with OIS for information about tax filing. For additional information, students should contact the IRS directly or consult their own tax advisor.

Health Insurance
The school in which a student serves as a TA or AL pays for student health insurance, dental insurance, and access to the student health center during the term of the student’s service. Details of the current health insurance package can be found here: https://engemannshc.usc.edu/insurance/insurance-plan/

Students who had a spring TA or AL award will continue to have health insurance coverage for the entire summer. Students who are not serving as TAs or ALs during the spring are responsible for the summer student health center fee, if they choose to have access.

TA Training
All departments and programs must provide new TAs and ALs with training that will prepare them for their duties and responsibilities.

Training of a new TA or AL is the responsibility of both the program in which the appointment is held, and the faculty directly supervising the new TA or AL. In USC Dornsife all new AL’s
and TA’s are required to attend USC Dornsife TA orientation as well as to attend the required departmental training in their first semester of teaching. If a TA is assigned teaching in a field other than his/her own, the TA may also be required to attend another program’s training.

**Conflict Resolution**

If a student has a problem or complaint regarding an appointment as a TA or AL, then the problem should be brought immediately to the attention of the supervising faculty or staff to whom the TA or AL is responsible. If a solution cannot be reached, then resolution should then be sought through the department or program chair, and then the Dean of Graduate Studies.

The student may refer the dispute to USC Student Affairs for consultation at any time. This may be done by first contacting Student Support and Advocacy at (213) 821-4710. For disputed academic evaluation procedures that result in dismissal from a degree program, students are referred to the “Academic Policies” section in SCampus.

**Resources**

**Center for Excellence in Teaching**
http://cet.usc.edu/

The Center for Excellence in Teaching (CET) is the university’s think tank for innovative teaching. As a faculty-led initiative, CET draws upon the talents of experienced faculty to promote a commitment to excellence in teaching, learning, and scholarship.

CET provides training and resources to improve teaching at USC, including supporting faculty and Teaching Assistants as they devise new courses and develop enriching out-of-class activities. Instructors are encouraged to find opportunities to define, practice, and advance their disciplines, in addition to interdisciplinary collaborative work. CET offers seminars and lectures throughout the semester on a variety of topics, and provides a training session at the beginning of each semester for Teaching Assistants.

**SCampus Student Guidebook**
https://policy.usc.edu/student/scampus/

SCampus provides information and official school policies on a wide-ranging number of topics.

**American Language Institute**
http://ali.usc.edu/

Many international students are from countries where English is not spoken as a native language. The American Language Institute (ALI) provides classes and other resources to assist international undergraduate and graduate students in improving their English and adapting to an American university program.
**Engemann Student Health Center (UPC)**
https://engemannshc.usc.edu/

The Engemann Student Health Center website provides information about the USC health insurance, on-campus medical services, student counseling services, and wellness. Students may make appointments through the website as well. The Engemann Student Health Center tends to be used primarily by students based at UPC.

**Eric Cohen Student Health Center (HSC)**
https://ecohenshc.usc.edu/

Students may make appointments through the website as well. The Eric Cohen Student Health Center tends to be used primarily by students based at HSC.
Teaching Assistant Award

University Teaching Award
The Outstanding Teaching Assistant Award is the highest honor the University bestows on teaching assistants for outstanding teaching and academic excellence. The award recognizes an outstanding teaching assistant’s approach to a method of teaching that inspires students with a love of learning. An award of $1000 is presented each year at the Academic Honors Convocation to emphasize the University’s recognition of the significant role that teaching assistants play in its mission. Departments nominate one teaching assistant each year for this award. Such nominations may be on the basis of innovative instructional techniques and contributions, contributions to instruction above and beyond the call of duty, contributions to instruction outside of the classroom, and self-improvement efforts regarding teaching. For additional information, please visit: http://cet.usc.edu/resources/awards_grants/universityta/index.html

Awards for Excellence in Teaching
Awarded to the outstanding teaching assistant in each department as nominated by that department. All departmental nominees are recognized at a reception in November.
Section II:

USC Policies
THE USC SEMESTER & GRADING POLICIES

The USC semester is divided into three unequal, but equally important parts. It is important that you be aware of this, both as student and as a teaching assistant.

1. Weeks 1 through 3

During this period, a student may drop or add a class without penalty of fee. You will find that there is quite a bit of shopping during this time and some resultant instability in the class attendance. Try to make the best of it!

2. Weeks 4 through 12

During these weeks a student may drop a class with an automatic grade of W. The student does not receive a tuition refund. If a student does not attend class or take examinations into this period, mark the class list with a UW (unofficial withdrawal).

3. Weeks 12 through 15

In weeks 12 or later, a student who is ill or who has a family emergency may provide you or the course instructor with documentation and ask for an incomplete (IN) in the course. If you grant this grade, you must fill out and sign a contract specifying the work remaining and a timetable for its completion. According to university rules, the student has one year to complete the course or the grade turns to an IX, effectively an F in terms of the student’s G.P.A. If a student does not ask for an IN and does not hand in work or take the final examination, you should compute the missing grades as zero and turn in the final grade on this basis. Do not leave the grade line blank under any circumstances.

HARASSMENT POLICIES

Claims of harassment may be based on the student’s feeling that there is a negative environment for studying and learning based on the teaching assistant’s gestures, expressions or remarks concerning any of the following: race, national origin, ancestry, color, medical condition, age, gender, sex or sexual orientation, marital status, veteran status, and religion. If the remark or gesture is degrading or very striking, one instance is enough to make a case; in more subtle instances, a pattern of repeated, pervasive and unwanted behavior may be used to make the case.

A student may make such a complaint without informing you or the instructor of your course in advance. To avoid the perception of prejudice:

- Do not make facial expressions or laugh at possible sexual or other double entendres.
- Do not make jokes that someone might interpret as harassment
- Do not discuss political or other controversial material that is not directly related to the subject of the class.
- Be respectful when students ask for accommodations because of religious holidays. If in doubt, speak to the course instructor and call the Office of the Dean of Religious Life at (213) 740-6110.

Specifically, avoid claims of sexual harassment by doing the following:

- Keep your door ajar when you hold office hours.
- Do not take individuals or small groups of students for coffee or meals. This sends several types of negative messages. If you want to provide food, bring it to class for everyone.
Never ask a student for a date or any other non-professional meeting.
Do not meet students other than in your classroom or office.
Keep a written record of each meeting with a student.
Do not touch a student.

**Important Information**

A guide to harassment prevention is at:
http://adminops.net.usc.edu/sites/default/files/all_departments/TalentManagement/HPT-brochure.pdf
A copy of the policies and procedures for sexual harassment complaints can be obtained from the Office of Equity and Diversity, and can be reached by phone at 213-740-5086.

Additional information can be also be obtained from the following offices:
- Vice Provost Faculty Affairs: (213) 740-6715
- Relationship and Sexual Violence Prevention and Services: (213) 740-4900
- Office of Equity and Diversity: (213) 740-5086

**Student Integrity**

An important part of your planning process with the instructor of the course should be a discussion of how to lay out the guidelines for student conduct in both your syllabi and as you approach the individual assignments for the course. The nature of the assignments will determine the parameters of the discussion and the statements on your syllabi, but there are many helpful hints on how to prevent misconduct on both exams and papers in Appendix B (Trojan Integrity). In your first year of teaching, you should read this carefully and refer to it often. If the instructor of the course does not follow the guidelines closely, you may want to give her/him a copy and suggest some of the procedures.

Currently, the most common type of student academic misconduct involves internet plagiarism. If there are papers or projects in your class where such plagiarism is even remotely possible, you should discuss this with the professor and your sections in some detail. To prevent plagiarism:

- Limit the number of sources to a preestablished list. You may hand out the list or have the students submit lists for preapproval. Explain why you have chosen these sources and why others have not been put on the list. Encourage exploration and analysis of sources, but limit the actual use.
- Require an orderly presentation of notes, outline, first draft and final draft. This doesn’t take you much more time to grade and it adds immeasurably to the students’ learning experience. The added benefit is that it is nearly impossible to present someone else’s work, especially if this process is combined with a mandatory office visit.
- Make it clear to the students that there are ways, known to them and not, of checking on the sources of internet material. Acquaint yourself with such sources as: www.turnitin.com on Blackboard (www.blackboardhelp.usc.edu) for your class and let the students know that you will check.
- Discuss with the class what reference/citation format is required. Provide the students with examples on how to properly cite verbatim passages and paraphased material. Also explain the procedure for
In addition to the recommendations on the examinations in Appendix B, there are a few things that might well help prevent dishonesty on quizzes and exams:

- If the room is too small to leave empty rows between students, hand out two slightly different exams, either randomly or by row. It is not desirable to tell the students that there are different exams.
- Have at least two proctors in all exams. This will prevent cheating if one student distracts you with a question. Offer to proctor for others and expect the same from them.
- Make a seating plan of the students in the exam. If you suspect collaboration, you will have proof that the students concerned were next to each other.

There are a significant number of cases of students who alter exams or papers and then submit the work for re-grading. It is very important to follow the principles for grading as laid out in Appendix B. It only takes a minutes to strike out all empty space on an exam or quiz (both front of the page and back and in ink!) and it will stop any complaint that you did not see part or all of the written work.

**CHANGE OF GRADE POLICIES**

Only the instructor or the departmental Change of Grade coordinator (*if authorized by the instructor*) may request a Change of Grade form. Teaching assistants may *not* request this form. Changes should be requested only on the basis of an actual error in assigning the original grade, not on the basis of a request by the student or special consideration for an individual student.

Students are not permitted to complete course work after the semester has ended.

**STUDENTS WITH DISABILITIES**

Every USC syllabus should include the wording in the box on page 23. This paragraph states the USC policy on the accommodation of students with documented disabilities. If a student comes to you with a claim that she/he has a disability, you should direct him/her to the Disabilities Services and Programs office (DSP) in order for the claim to be substantiated. DSP will then determine which accommodations are recommended for the student and accommodation letters will be generated for the student to share with their faculty. Recommended accommodations may include, but are not limited to:

- Extended time
- Note-takers for class
- Assistive technology
- Word-processors to type exams

It is important that you make your students feel comfortable, whatever their special needs may be in relation to your course. Once registered with DSP-to register, the student simply sees a Counselor in the DSP office, submits current documentation and fills out a few forms- it is the responsibility of the student to meet with you to discuss his/her recommended accommodations listed in the letter generated by DSP. We recommend that these meetings take place in a private location during office hours.

When discussing recommended accommodations with a student please understand that a qualified member of the USC staff will have made these recommendations based on the student.
Before recommending accommodations, DSP considers the following questions:

- Does the student have a disability?
- Is the student “otherwise qualified?”
- Did the student request accommodation?
- Was the request submitted in a timely manner consistent with established university policies for making requests?
- Is the request reasonable and/or readily achievable?
- Is the nature of the program or activity fundamentally altered by the provision of the accommodation?
- Does the provision of the accommodation present an undue financial or administrative burden on the university?

It is not appropriate for you or the instructor to question any recommended accommodation unless your department has set up a clearly communicated policy regarding reasonable accommodations. DSP recommends that each department and/or program discuss which accommodations fundamentally alter a course or program in order to develop policies that can be shared with DSP as well as current and prospective students. Please call DSP for further explanation and guidance.

If you do not have the facilities for recommended testing accommodations then you should first contact your department to find out how they may be able to assist you. Because of limited resources DSP will only be able to assist with exams requiring special accommodations such as individual rooms, word-processors, readers, and scribes. It will still be the responsibility of academic departments to satisfy testing accommodations, if DSP is unable to assist. For more information please call (213) 740-0776 or visit the DSP website:

http://dsp.usc.edu/accommodations

Each faculty member should contact his/her department to find out what resources are available for administering testing accommodations. Based on availability, the faculty member should clearly communicate any required deadlines for testing accommodation requests so that students are fully aware. For instance, DSP requires two weeks’ notice.

The following paragraph must appear verbatim in your syllabus:

**DISRUPTIVE CLASSROOM BEHAVIOR**
(Excerpted from Trojan Integrity)

Disruptive behavior can assume many forms. It may be:

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**The following paragraph must appear verbatim in your syllabus:**

**Academic Accommodations**
Any students requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30am-5:00pm Monday through Friday. Website and contact information for DSP is http://dsp.usc.edu/ the phone number for DSP is (213) 740-0776.
• The student in your class who persistently arrives late or leaves early;
• The students who talk incessantly while you or others have the floor;
• The student who loudly and frequently interrupts the flow of class with questions or interjections; or
• The student who becomes belligerent when you confront his or her inappropriate behavior in class.

It is important to differentiate disruptive classroom behavior (that which directly interferes with the ability of an instructor to teach or the ability of other students to learn) from behavior that is merely rude or uncivil. While the latter may become disruptive when it is repetitive or persistent, it is usually best addressed by example and persuasion.

Disruptive student behavior is a detriment to the academic community—both faculty and students—because it interferes with the learning process for other students, inhibits the ability of instructors to teach most effectively, diverts university energy and resources away from the educational mission, and indicates a significant level of personal problems on the part of the disrupter.

**Strategies for handling disruptive behavior:**

*Prevention is the best strategy.* Clarifying expectations at the beginning of a course and agreeing on standards for classroom conduct can assist students in abiding by those standards. Other positive benefits include fostering an expectation among student peers concerning appropriate behavior and having a concrete and agreed-upon reference point should inappropriate behavior occur later.

When you are establishing and promoting guidelines for behavior in your courses, it is important not to articulate standards you are unwilling to enforce. Likewise, standards for classroom behavior should be fairly and consistently applied, otherwise confusion and resentment may result.

It is best for standards for behavior to be published in the course syllabus and discussed the first day of class. Information should specify what behaviors are prohibited, how you will manage behavioral issues, and the consequences which may result. Explaining why your behavioral standards are important for the course and benefit students can help students understand and abide by established expectations.

**Responding to disruptive behavior:**

• If unacceptable behavior occurs, respond immediately. This may mean employing informal action (such as standing next to students who are talking), reminding the class of the agreed standards for behavior, or directing specific comments to the involved students.
• If the behavior continues, notify the student that he or she must leave the classroom if the behavior does not cease immediately and that disciplinary action may result. If the student continues to be disruptive, ask him or her to leave and arrange to see you during office hours before the next class meeting (see “Meeting with the disruptive student,” below). You may wish to consult with the Office for Student Judicial Affairs prior to that meeting.
If a student refuses to leave, notify him/her that the Department of Public Safety (x04321) will be contacted to remove him/her and that disciplinary action will result from this. It is appropriate to call upon the Department of Public Safety any time a disruptive behavior situation escalates or when it is reasonable to interpret behavior (including oral statements) as threatening or harassing to oneself or other members of the class.

Meeting with the disruptive student:

It is appropriate to meet privately with a disruptive student following a confrontation or removal from class. As an educator, you may wish to request a meeting with a student who has displayed unacceptable behavior even when a confrontation has not resulted. In either case, the meeting is an opportunity for the student to understand the inappropriateness of his or her behavior and to develop strategies for successfully continuing in the class.

In that meeting:

- Remain calm. This may be difficult if the student is agitated or confrontational, but your calm and reasoned response will best control the meeting.
- Do not take behavior or remarks personally, even though they may be personally directed. Disruptive behavior usually results from other life problems or general academic frustration.
- Be specific about the inappropriate behavior the student has exhibited. Describe the behavior, don’t focus on the person. Explain why the behavior is a problem.
- Ask questions and summarize what you hear the student saying. Respectful concern may enable you, the educator, to help the student be successful both in your class and in his or her general university experience.
- Focus on areas of agreement between you and the student.
- Conclude by summarizing any resolution and articulating expectations for the future. Be clear that the result of continued inappropriate behavior will be referral to the Office for Student Judicial Affairs for disciplinary action (and the possible loss of the opportunity to attend class).
- Maintain written documentation of the interaction and any agreed course of action. This may include a formal letter to the student briefly summarizing the meeting and the resolution.

These recommendations are based on the expectation that students can and will be reasonable if they have adequate information, clearly understand parameters, and are treated with respect.

*Disruptive behavior and disciplinary action:*

When less formal interventions prove inadequate of ineffective, it is appropriate for an instructor to initiate disciplinary action. Intervention by the Department of Public Safety results in the report of the matter being forwarded to the Office for Student Judicial Affairs. When Public Safety officers have not been involved, the instructor can write and forward a report including information identifying the student, the date and location of the incident and a summary of the incident.
When disruptive behavior is reported to the Office for Student Judicial Affairs, the instructor reporting the behavior will be contacted concerning the desired outcome. Remedies provided through the office may include disciplinary probation, a behavior contract concerning the class, anger management counseling or other educational interventions, or, in more severe cases, removal from the class (a student may not be removed from a class permanently without a student conduct review).

Following this consultation, the student will be required to meet with a member of the Office for Student Judicial Affairs to discuss the behavior. It is possible that the matter can be resolved administratively without further direct involvement in the process by the instructor. In some cases, it may be necessary to convene a panel and conduct a formal hearing in the matter. In these cases, the instructor is involved as the complainant at the hearing.

**Disruptive behavior outside the classroom:**

Teaching Assistants may encounter threatening, intimidating, or harassing student behavior during office meetings, before or following scheduled classes, or in spontaneous meeting on campus. Should this occur, strategies for responding to the student generally are the same as those outlined in “Meeting with the disruptive student,” above. Some include:
- Remain calm; speak in a calm, controlled manner. This will prevent the situation from escalating and may diffuse the tension;
- If outside a scheduled meeting with the student, identify a more appropriate place and time to discuss the matter;
- Use a ‘time-out’ to allow the student to regain composure, or explain that if the student cannot maintain composure, it will not be possible to discuss the issue at this time and that a meeting should be scheduled when the student can be composed; if inappropriate behavior persists or is threatening, explain to the student that the Department of Public Safety (x04321) will be called and disciplinary action initiated if the behavior does not cease. Follow through on this if the student persists.

**Consultation concerning disruptive behavior:**

The Office for Student Judicial Affairs provides consultation concerning preventing and addressing disruptive behavior. Instructors may contact the office (STU-206, 821-7373) with any questions or requests concerning student behavior issue.
Section III:

Resources for You and Your Students
USC Student Counseling Services

The following information has been excerpted from “Faculty and Staff: Role in Helping the Emotionally Troubled Student,” a pamphlet prepared by and available at USC Student Counseling Services.

Counseling Services
USC Engemann Student Health Center
1031 W. 34th Street
(213) 740-7711
https://engemannshc.usc.edu/counseling/

Your Role
You are in an excellent position to spot the emotionally troubled student. The student’s behavior, especially if inconsistent with your experience of him/her, could well constitute a cry for help. Your concern and empathy is often helpful to a student in distress.

Signs of Stress

- Nervousness
- Agitation
- Increased irritability, undue aggressive or abrasive behavior
- Excessive procrastination, poorly prepared work
- Infrequent class attendance, little or no work completed
- Depression, lack of energy

Guidelines for Interaction
We encourage you, whenever possible, to speak directly to a student when you sense that he/she is in academic and/or personal distress.

1. Request to meet the student in private.

2. Listen carefully to what the student is troubled about and try to see the issue from his/her point of view without necessarily agreeing or disagreeing.

3. Attempt to identify the student’s problem or concern as well as your own concern or uneasiness. For instance, a student may indicate that receiving a low grade will stop his/her financial aid. This is a serious problem, but it is the student’s problem. You can help by exploring alternatives to deal with the problem.

4. Strange and inappropriate behavior should not be ignored. The student should be informed that such behavior is distracting and inappropriate.

Consultation
If you are unsure of how to handle a specific student, talk with a colleague or consult with one of Student Counseling Services’ professional staff members. You can also personally walk the
Making a Referral
If you feel that professional counseling might be beneficial, refer the student to Student Counseling Services. Let the student know that you believe a counselor would be of help in this situation. Inform him/her that the service is confidential and payment is covered by the Student Health and Counseling Services’ fee which he/she pays each semester on his/her fee bill. A mutual decision is best. Don’t pursue the issue if the student takes a defensive posture—simply state your concern. If the student is receptive, you can suggest that he/she call for an appointment at (213) 740-7711. You may even offer to contact a counselor and provide background information.

In an Emergency
Call the Student Counseling Services’ receptionist and request to speak with the staff member “on-call.” Let the receptionist know who you are and what kind of assistance you require. The on-call counselor will return your call as soon as possible or another staff member will be assigned to consult with you to provide service more promptly. During non-business hours, call the USC Department of Public Safety (DPS) at (213) 740-6000. DPS will notify a professional student counseling staff member that you are requesting an emergency.

The CET:
Center for Excellence in Teaching
(excerpted from CET’s Teaching Nuggets http://cet.usc.edu/resources/teaching_learning/teaching_nuggets.html)

Teaching is a craft, a skill, and an art mastered over time through practice and ongoing reflection. For the beginning, such an experience can be quite overwhelming and baffling: “Where do I begin?” “On what do I focus?” “Whom do I call?”

Aside from the help that you will obtain from your home department, you can count on the Center for Excellence in Teaching (CET). Founded in 1990 CET is a reflection of the university’s commitment to educational excellence, and works together with faculty and teaching assistants to develop programs that will lead to the continual improvement of the educational process at the University of Southern California. Its aims are to stimulate dialogue and collaboration among faculty by identifying innovative and scholarly methods of teaching in a multi-disciplinary environment, redefine the evaluation of teaching, and advise and support faculty and teaching assistants in their efforts to improve teaching effectiveness and student learning in both traditional and innovative ways.

Information about CET’s programs can be found in the CET brochure, a copy of which is available upon request (call (213) 740-9040 or visit the CET website, http://cet.usc.edu/). Of great interest to TAs is the Teaching Assistant Forum Series (offered throughout the academic year), a series of campus-wide workshops and brown bag luncheons highlighting pedagogical
skills to improve student learning and create learning environments that serve the needs and interests of an increasingly diverse student population. Also of interest for any TA are opportunities for discussion and consultation with the Center’s Faculty Fellows. Individual teaching consultations are off-the-record and constructive advice to assist faculty teachers and teaching assistants (all consultations are confidential). Faculty Fellows are also ready to help as mentors by providing insight and advice on all aspects of teaching.

CET’s resources can be found here: http://cet.usc.edu/_oldcet/resources/ta_resources/index.html

Some areas in which CET Provides information:

1. Being a TA at USC
2. Working with Faculty
3. Working with Students
4. Academic Integrity
5. Facilitating Discussions
6. Grading & Assessment

The Writing Center

Taper Hall of Humanities (THH), Rm 216
Monday – Thursday, 9:00am – 6:00pm
Friday, 9:00am – 3:00pm

Evening Hours in Leavey Library, Rm 3Z
Monday – Thursday, 7:00pm – 9:00pm

The Writing Center is the Writing Program’s consulting service to the whole university, providing one-to-one consultations and small-group workshops to help students improve their critical thinking and writing skills. Available to all students at the university, both undergraduate and graduate, native and non-native speakers of English, the Writing Center is characterized by a non-judgmental, comfortable environment; it is a friendly place where students and consultants work together at all stages of the writing process, from getting started on an assignment to revising and editing a draft of a nearly completed paper.

Dialogue about writing is the essence of the Writing Center, and much of a consultation is conversation, with both consultant and student asking questions and contributing to the discussion. Students usually know what they want to say and consultants help them express that in a way suitable to the assignment.

Writing Center Consultations

The primary goal of the Writing Center is to make better writers, not just better papers. Writing is approached as a process of critical thinking, drafting and revision – not just a product – and
consultations focus on fostering skills rather than merely correcting errors. Particular attention is paid to such areas of writing as thesis development and support, organization, rhetorical strategies, audience awareness, or the use of supporting materials.

The Writing Center can also help students with surface errors and sentence-level issues, although the center is not, strictly speaking, a proofreading service. When a student chooses to focus on surface editing, the consultant may work through a portion of the essay, like a single paragraph or page. The consultant will strive to help the student learn to identify issues he or she may be having and will work through some sample corrections or improvements, but the student should not expect that the consultant will edit or proofread an entire essay.

Writing Center consultants are mindful of the fine line they walk between offering too much assistance and too little. Consultations are primarily directed at developing the student’s writing process and improving the student’s understanding of how texts operate in terms of their readers and the expectations of the appropriate discourse community. The consultant may, for instructional purposes, suggest specific changes in a text, but only to the extent that the student’s own contributions remain predominant. Generally, the consultant relies on the student to set the focus for the consultation and to maintain responsibility for the text.

One thing that is not discussed during consultations is the potential letter grade an essay may earn, or the appropriateness of a grade which a paper has already received. Consultants are also mindful not to engage in criticism of the assignment, the class for which the paper is being written, or the classroom professor.

Preparing Students for a Consultation

Students can benefit most from a Writing Center consultation if they know in advance what to expect. Therefore, before students visit, they should know something about Writing Center pedagogy and understand their own role in determining the nature of the consultation. Consider the following in Writing Center preparation:

1. Although students are welcome at any stage in their writing, we encourage them to make an appointment early in the process. Coming to the Writing Center an hour or two before a paper is due does not enable adequate revision to take place.

2. Students should arrive early, at least five minutes before a scheduled appointment. If a student is late, his or her appointment time may be reassigned to someone else.

3. Students should understand the goals of Writing Center instruction, and expect to participate fully in the consultation, not simply to sit back and let the consultant do all the work. Students learn best when they do their own work.
4. Students should prepare an agenda. Writing Center appointments are most productive when students have thought in advance about what they would like to work on during their half hour with a consultant. Some agendas might be:

“I would like to narrow my paper’s thesis.”

“I would like to develop a counterargument for this paper.”

“I would like to work on my transition sentences.”

Grammar, Style and Skill Workshops

The Writing Center conducts small-group workshops on a variety of topics. Some of these workshops are specifically geared toward non-native speakers (such as Subject-Verb Agreement, Using Articles [a, an, the], and Prepositions), while other topics are appropriate for academic writers in general (such as Style – Writing with Clarity, Documenting Sources, and Writing Strong Paragraphs). Workshops are one-hour in length and are generally limited to six students per session, to ensure that there is opportunity to ask questions and receive individual attention, even within the group setting.

Grammar, Style and Skill Workshops begin during the third week of regular classes each semester, and schedules of exact dates/times/topics are available on the Writing Center’s website (dornsife.usc.edu/writingcenter) or at the center’s front desk at the start of the semester. The workshops, like the individual consultations, are free of charge, and students can pick and choose among the topics.

Writing Center Website
dornsife.usc.edu/writingcenter

The Writing Center website contains useful material to help students with the writing process, argumentation and rhetoric, grammar and syntax, using and documenting sources, and writing in different subjects and genres. There is also a video introduction to the Writing Center, as well as helpful information for faculty.

The Center for Academic Support

The Center for Academic Support, located in STU 301 is the central resource and referral agency for learning enrichment at USC. Upper division students, graduate students, faculty, staff and volunteers at USC coordinate a program of mentoring and academic enrichment in a university – wide effort to address student needs.

Student Athletes
USC has a substantial number of Student athletes’ who are served by Student Athlete Academic Services. You will encounter several situations unique to student athletes and will be required to address them in several ways:

1) Requests to excuse athletes for University Events. Student athletes print out prepared excuses to miss class on set dates. You are asked to accommodate their absences by 1) having a syllabus that is precise as to the assignments for each week and helping students for missed material as well as 2) to make accommodations for missed tests or quizzes. You should discuss this with your faculty instructor and have a policy that secures the examinations for everyone in the while also accommodating the requests.

2) You will be asked to supply a grade on week seven of each semester for student athlete will appear as such on your roster and must be filled out so that Student Athlete Academic Services is aware of student performance as each semester proceeds.

3) Student Athlete Academic Services may contact you for help for a as a semester proceeds. They will attempt to support athletes in a number of ways.

   a. The Learning Assistant Program:
      i. Students meet with a Learning Assistant one-to-two times per week to set goals and develop effective time management and study skills.

   b. The Tutorial Program:
      i. All student-athletes have access to free tutorial services provided by qualified undergraduate and graduate students in a variety of subject areas. Tutorial sessions are all objective-based and structured to meet the individual needs of the student-athletes.

   c. Self-Regulated Learner Program:
      i. Student-athletes are either self-referred, or referred by their SAAS Academic Advisor. They will meet with the program coordinator to create a support plan to meet their specific academic needs, receive assistance in scheduling requested tutorial sessions, and obtain information regarding additional academic support, including resources available on campus.
**Academic Counselors**

Academic counselors perform a variety of duties. They include:

- Providing assistance with class and major selection;
- Assisting with registration;
- Arranging tutoring;
- Assisting coaches with recruiting;
- Recording information on the progress of each student-athlete including positive/negative point summaries and academic progress reports;
- Degree progress tracking to help monitor the Satisfactory Progress and Continuing Eligibility regulations of the NCAA

**SAAS Resources**

**SAAS Front Desk**

(213) 740 – 3801

**Dr. Magdi El Shahawy**

Senior Associate Athletics Director

(213) 740 – 0885

Email: melshaha@usc.edu

**Dr. Denise Kwok**

Director of SAAS

Office: (213) 821-3075

Email: dkwok@usc.edu

**Dr. Jennifer Amran**

Director of Student Services

(213) 821-0755
More Resources

American Language Institute
Director: Jim Valentine
(213) 740–0079, jvalenti@usc.edu
Royal Street Structure 106, mail code 1212
ali.usc.edu

Campus Cruiser
(213) 740-4911, cruisers@usc.edu
CWO, mail code 1022
http://transnet.usc.edu/

Center for Academic Support
Program Administrator: Heather Cartagena
(213) 740-1741, study@usc.edu
STU 301, mail code 0896
http://sait.usc.edu/academicsupport/

Center for Excellence in Teaching
Director: Ginger Clark
(213) 740-3479, ginger.clark@usc.edu
GFS 211
cet.usc.edu

Relationship and Sexual Violence Prevention and Services
Interim Director: Elizabeth Reyes, PhD
(213) 740-4900, eshcrsvp@usc.edu
1031 West 34th St., Suite 356
Los Angeles, CA 90089
https://engemannshc.usc.edu/rsvp/

Dornsife Advising Office
(213) 740-2534,
GFS 315, KAP 357, AHF 107, mail code 0151
https://dornsife.usc.edu/advisement/

Department of Public Safety
Emergency – (213) 740-4321
Non-emergency – (213) 740-6000
Parking Structure A, mail code 1912
https://dps.usc.edu/

Disability Services and Programs
Associate Director: Mattie E. Grace, Ph.D.
(213) 740-0776, mgrace@usc.edu
STU 206, mail code 0896
https://dsp.usc.edu/

USC Kortschak Center For Learning and Creativity
Director: Denise Kwok, Ph.D.
(213) 740-7884, dkwok@usc.edu
STU 311
http://kortschakcenter.usc.edu/patricia-tobey/

Equity and Diversity
Executive Director: Gretchen Dahlinger Means
(213) 740-5086, oed@usc.edu
CUB 2nd Floor (Off Campus), mail code 0704
http://equity.usc.edu

The Language Center
Director: Daniel Bayer
(213) 740-1188
(213) 740-1188, danbayer@usc.edu
THH 309, mail code 4354
language.usc.edu

Office of Religious Life
Dean, Varun Soni
(213) 740-6110, orl@usc.edu
URC 106, mail code 0751
http://orl.usc.edu/

USC Student Affairs
Vice President for Student Affairs: Ainsley Carry
(213) 740-2421, acarry@usc.edu
STU 301, mail code 0896
https://studentaffairs.usc.edu

Student Counseling Center
Engemann Student Health Center 304
(213) 740-7711
http://engemannshc.usc.edu/counseling/
Student Health Center
Engemann Student Health Center
1031 W.34th Street, Los Angeles, CA 90089-3261
(213) 740-9355
www.engemannshc.usc.edu
eshcgen@usc.edu

Student Judicial Affairs and Community Standards
Director: Donna Budar-Turner
(213) 821-7373, budartur@usc.edu
STU 206, mail code 4894
https://sjacs.usc.edu/

Writing Center
Director: Cory Elizabeth Nelson
(213) 740-3691, writing@usc.edu
THH 216, mail code 0022
www.dornsife.usc.edu/writingcenter
FALL SEMESTER 2017
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event описание</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 27-April 19</td>
<td>Registration for continuing students</td>
</tr>
<tr>
<td>April 20-Aug. 18</td>
<td>Registration for returning students and continuing students</td>
</tr>
<tr>
<td>Aug. 18</td>
<td>Last day to register and settle without late fee for Session 001</td>
</tr>
<tr>
<td>Aug. 21</td>
<td>Fall semester classes begin in Session 001</td>
</tr>
<tr>
<td>Aug. 21-25</td>
<td>Late registration and change of schedule</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Labor Day, university holiday</td>
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<tr>
<td>Sept. 8</td>
<td>Deadline for purchasing or showing proof of health insurance</td>
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<tr>
<td>Sept. 8</td>
<td>Last day to register and add classes for Session 001</td>
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<tr>
<td>Sept. 8</td>
<td>Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001</td>
</tr>
<tr>
<td>Sept. 8</td>
<td>Last day to change enrollment option to Pass/No Pass or Audit for Session 001</td>
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<tr>
<td>Sept. 8</td>
<td>Last day to purchase or waive tuition refund insurance for fall</td>
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<tr>
<td>Sept. 12</td>
<td>Last day to drop or add a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 001</td>
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<tr>
<td>Oct. 6</td>
<td>Last day to drop a course without a mark of “W” on the transcript</td>
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<tr>
<td>Oct. 6</td>
<td>Last day to change a Pass/No Pass course to letter grade</td>
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<tr>
<td>Nov. 1 at noon</td>
<td>Thesis/dissertation manuscript submission deadline</td>
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<tr>
<td>Nov. 10</td>
<td>Last day to drop a class with a mark of “W” for Session 001</td>
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<tr>
<td>Nov. 22-26</td>
<td>Thanksgiving recess</td>
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<tr>
<td>Dec. 1</td>
<td>Fall semester classes end</td>
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<tr>
<td>Dec. 2-5</td>
<td>Study days</td>
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<tr>
<td>Dec. 6-13</td>
<td>Final examinations</td>
</tr>
<tr>
<td>Dec. 14-Jan. 7, 2018</td>
<td>Winter recess</td>
</tr>
</tbody>
</table>
WEEK 1:
The First Day of Class

Dress with care. Students respond in kind to professionalism.

- Introduce yourself to the class. Tell them about your field of study and your educational goals, as well as something personal, e.g. your favorite music, movies, food, or books. Let them know you’re approachable.

- Have the students introduce one another in similar terms. This activity is a good ice-breaker and gives you time to relax before you launch into your first teaching experience.

- Read your syllabus to the class. This is not a time-waster! Many students will rarely refer to it, so you will know they read it thoroughly at least once. (See Appendix C for tips on constructing your syllabus.)

- Begin to learn your students’ names and at least one outstanding characteristic of each. This is a simple way to make a positive impression and to learn more about our extraordinary undergraduates.

“Ask your students to email you a question or comment about the class. You’ll need to send group emails for class announcements later, and you’ll be glad you don’t have to type all those addresses yourself.”

Notes from the Undergraduate:

Make sure you let us know when all the important exam dates are the first week of class so we can put them in our agendas!
This calendar is for use to log your hours on a daily basis throughout the semester. Please use it for that and anything else you like.

**Aug 21- Aug 27**

<table>
<thead>
<tr>
<th>Monday, August 21</th>
<th>Tuesday, August 22</th>
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<tr>
<td><strong>Classes Begin</strong></td>
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<tr>
<th>Wednesday, August 23</th>
<th>Thursday, August 24</th>
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<tr>
<th>Friday, August 25</th>
<th>Saturday, August 26</th>
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| Sunday, August 27 |
WEEK 2:
Office Hours

- Post your office hours on the board each week to remind students you are available. Encourage them to make an appointment, even if only to say hello.

- As tempting as it may be to skip them, remember that it is your duty as a TA to maintain office hours.

- Scheduling small-group conferences can be very effective. Many shy students (and shy teachers!) are uncomfortable with one-on-one meetings.

- If students bring pressing personal problems to office or if there is a marked change in behavior or appearance, refer them immediately (but kindly) to Student Counseling Services (740-7711). They offer help on a wide range of issues important to undergraduates, including eating disorders, relationship difficulties, and stress management.

Send a mini-newsletter to your class with interesting facts about your subject. You’ll have the work done for next semester, and your students will appreciate your pedagogical creativity.

Notes from the Undergraduate:

Sometimes we are hesitant to come to office hours because we aren’t “prepared” with specific questions. Let us know it is okay to be confused or lost, that is what office hours are for!

Your notes:
## August 28- Sept 3

<table>
<thead>
<tr>
<th>Monday, August 28</th>
<th>Tuesday, August 39</th>
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<th>Wednesday, August 30</th>
<th>Thursday, August 31</th>
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<th>Friday, September 1</th>
<th>Saturday, September 2</th>
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<th>Sunday, September 3</th>
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WEEK 3:
Communication

- Give a brief introduction to Blackboard and ask your students to visit the site as part of next week’s homework assignment.

- Use the classroom blackboard/whiteboard and other visual aids. Many students self-identify as visual learners. Communication means more than just talking.

- Stick to your guns! If you say homework is due on the day of class, make your students aware that you cannot be coaxed into letting them slide.

- Prepare a study guide for your students in which you outline the readings and highlight important ideas from lecture. Show them how to tackle the material effectively. Then ask them to create their own study guides for next week’s homework assignment.

EVALUATION DAY #1

Hand out index cards and ask your students to anonymously respond to the following questions: “What is the most important thing you learned today? How does this contribute to your understanding of the material as a whole?”

Next week, spend a few minutes at the beginning of class discussing what you learned from their responses.

<table>
<thead>
<tr>
<th>Notes from the Undergraduate:</th>
<th>Your notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructive criticism is important too, so let us know that it is okay to suggest improvements for more effective learning.</td>
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</table>

Graduate Assistant Planner 2016 - 2017
# Sept 4- Sept 10

<table>
<thead>
<tr>
<th>Monday, September 4</th>
<th>Tuesday, September 5</th>
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<tbody>
<tr>
<td>Labor Day</td>
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<th>Wednesday, September 6</th>
<th>Thursday, September 7</th>
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<th>Friday, September 8</th>
<th>Saturday, September 9</th>
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| Sunday, September 10   |                      |
WEEK 4: Catching Problems Early

- If you are experiencing problems with disruptive students, refer to pp. 21-24 for the University of Southern California’s policies on resolving interpersonal conflicts.

- Thoroughly discuss USC’s plagiarism policies (pp. 19-20 and Appendix B). Often students fail to understand what constitutes plagiarism. Help them avoid academic dishonesty.

- For students who are experiencing difficulty with written assignments, suggest a visit to the Writing Center.

- Schedule an office visit for any students who grades are C- or below. Ask them about their performance in other classes. If they are having trouble adjusting to college life, please contact their major advisor (see below).

“Discuss the evaluations from the previous week. Thank your students for their input and any praise you received. Show them that you have taken their comments to heart by making clear that you are implementing one of more of the suggestions.

<table>
<thead>
<tr>
<th>Notes from the Undergraduate:</th>
<th>Your notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t ever assume because we are quiet that we know what is going on in class! Always check in and ask us questions to gauge our understanding.</td>
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<tr>
<td>Monday, September 11</td>
<td>Tuesday, September 12</td>
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<td>Wednesday, September 13</td>
<td>Thursday, September 14</td>
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<td>Friday, September 15</td>
<td>Saturday, September 16</td>
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<tr>
<td>Sunday, September 17</td>
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</table>
WEEK 5:
Asking for Help

- Don’t neglect to take advantage of your departmental mentor. If your department lacks a TA Mentorship Program, suggest they institute one.

- The Center for Excellence in Teaching (CET) is an invaluable resource. Refer to pp. 28-29 of this manual or visit their website at www.usc.edu/cet for assistance with a variety of teaching scenarios.

- Don’t let pride prevent you from asking your fellow TAs for suggestions. Find out who is considered an excellent TA and ask to visit his or her section to see what strategies make a classroom come alive.

- Undergraduates are not the only ones who experience stress, anxiety, and depression. Take advantage of the excellent services offered by the University of Southern California if you feel you might benefit.

“If you don’t already have a program of meditation or relaxation training, consider trying one. The more relaxed, calm, and focused you are, the better teacher and student you will be.

Notes from the Undergraduate:  Your notes:
If you’re having a personal issue that would inhibit your teaching, let us know! Better for us to know than to assume you got lazy.
### Sept 18- Sept 24

<table>
<thead>
<tr>
<th>Monday, September 18</th>
<th>Tuesday, September 19</th>
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<th>Wednesday, September 20</th>
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<th>Friday, September 22</th>
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<th>Sunday, September 24</th>
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WEEK 6:
Grading Policies & Expectations

- Discuss grading policies with the instructor of the course and the other TAs in your department so that grades are equalized. Your students need to be assured that they would not, for instance, receive an A from another TA for work that you consider B quality.

- Tell your students exactly what you expect of them. Let them know that it is not acceptable to attend class without having read the assignments, to leave the room to take a phone call, or to talk while you are talking.

- Make sure your students understand your grading policies. It is important that they know that you are fair in your assessment of their work. Describe A work, B work, and so forth.

- Give students grading updates throughout the semester so there are no surprises at the end. Grades of C- or below must be reported to the Registrar next week.

EVALUATION DAY #2

Hand out index cards and ask your students to anonymously respond to the following questions: "What is the most important thing you learned today? How does this contribute to your understanding of the material as a whole?"

Next week, spend a few minutes at the beginning of class discussing what you learned from their responses.

<table>
<thead>
<tr>
<th>Notes from the Undergraduate:</th>
<th>Your notes:</th>
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</thead>
<tbody>
<tr>
<td>Consider that your class may be comprised of different students at different grade levels, so be sure to address all types of questions and concerns.</td>
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<tr>
<td>Sept 25- Oct 1</td>
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<td><strong>Monday, September 25</strong></td>
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<td><strong>Wednesday, September 27</strong></td>
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<td><strong>Friday, September 30</strong></td>
<td><strong>Saturday, September 30</strong></td>
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<tr>
<td><strong>Sunday, October 1</strong></td>
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</table>
WEEK 7:
Midterm Grades and Student Participation

URGENT: Midterm grades are due this week! It is College policy that all students be confidentially informed of their progress by the end of WEEK 7.

- Remind students that they cannot participate if they are not there. It should be clear that attendance and punctuality are important to their success.

- Small-group activities play an essential role in the learning process. Students like working in groups and hearing other students talk about what they are mutually studying.

- During student presentations, resist the urge to interrupt. A hands-off approach can show respect for your students’ abilities.

- Ask students to cheer each other on! A round of applause never hurt anyone.

“‘It’s easy to rely on the outgoing, enthusiastic kids to keep discussion sections lively. Rein in the talkative ones now and then, though, and help the quiet ones find their voices in a group.’

Notes from the Undergraduate:
Encourage us that it is better to come to office hours earlier in the semester than later. Even if we don’t have specific questions, talking about the class keeps us involved!

Your notes:
Oct 2- Oct 8

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<thead>
<tr>
<th>Monday, October 2</th>
<th>Tuesday, October 3</th>
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<tr>
<th>Wednesday, October 4</th>
<th>Thursday, October 5</th>
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<th>Friday, October 6</th>
<th>Saturday, October 7</th>
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</table>

|                       | Sunday, October 8     |
|                       |                       |
WEEK 8: Taking Stock

- Photocopy your grade-book and backup your computer files. A missing file averted will save you headaches and heartaches.

- Discuss class progress with your professor, offering your positive assessment of his or her performance.

- Despite your carefully crafted syllabus, students may not understand what percentages their tests and assignments are worth for the final grade. It helps to remind them from time to time.

- Are your teaching duties taking approximately 15-20 hours per week? If you are not spending enough time, ask yourself where you may be cutting corners. If you are spending too much time, rethink your teaching strategies.

"Assign a journal entry in response to this week’s topic and make it clear that you won’t grade it as you would a formal paper. Many students experience profound insights when they can write without fear of criticism."

Notes from the Undergraduate: You should really have a midterm review around this point, or section off a portion of class to go over common errors we made on our past exam.

Your notes:
## Oct 9- Oct 15

<table>
<thead>
<tr>
<th>Monday, October 9</th>
<th>Tuesday, October 10</th>
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<th>Saturday, October 14</th>
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<thead>
<tr>
<th>Sunday, October 15</th>
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</table>
WEEK 9:
Negotiating Your Own Time

- Your first obligation is to yourself, but don’t use this as an excuse to neglect your students.

- If you are attending a conference during the semester, you are obligated to inform your faculty instructor and engage a substitute for your missed sections.

- Find opportunities to integrate your own research and coursework into your sections. After all, you are the expert.

- Careful scheduling also means leaving yourself time to rest, play, and dream. You cannot be a great teacher or a great student if you exhaust your personal resources.

EVALUATION DAY #3

Hand out index cards and ask your students to anonymously respond to the following questions: "Do you feel I’ve been evaluating your work fairly and giving helpful feedback on your assignments?"

Next week, spend a few minutes at the beginning of class discussing what you learned from their responses.

Notes from the Undergraduate:  Your notes:

Some students may think you’re supposed to be available all the time, so remind us about the scheduled office hours.
<table>
<thead>
<tr>
<th>Oct 16- Oct 22</th>
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<td><strong>Monday, October 16</strong></td>
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<td><strong>Wednesday, October 18</strong></td>
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<td><strong>Friday, October 20</strong></td>
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WEEK 10:
Re-Energizing your Class

- Jumpstart your class with something amusing and unexpected. The blues are setting in, and everyone needs a lift. A round of Twenty Questions perhaps?

- If discussion sections have fallen out of sync with the lectures, now is the time to correct the situation.

- Give students a preview of the remainder of the semester. Bolster their morale by reminding them that the end is in sight.

- Some students may be drifting by this time; be alert and shepherd them back into the fold.

“I bought a few bags of candy and some bottles of bubble-stuff to pass around the room. The students were happy to have one class where they could feel like kids again, and it helped with the late-semester doldrums.”

<table>
<thead>
<tr>
<th>Notes from the Undergraduate:</th>
<th>Your notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remind us about any upcoming deadlines and to start working on any final projects/papers.</td>
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<tr>
<td>Oct 23- Oct 29</td>
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<td><strong>Sunday, October 29</strong></td>
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</table>
WEEK 11: Revisiting Grading Policies

- Invite questions about the grading process; reiterate grade percentages and policies.

- Discuss extra-credit assignments with your instructor. As long as you extend the opportunity to everyone in the class, there is nothing wrong with giving your students an occasional break.

- Once again, discuss grading procedures with fellow TAs to ensure grade normalization.

- Ask students who disagree with your grading of their work to justify a higher grade in writing.

“Offer homework amnesty on one assignment this semester. Regardless of what stern disciplinarians tell you, it’s okay to let up on the reins now and then.”

Notes from the Undergraduate:
Always let us know what we can do to improve our grade, but be honest in how we are doing in the class and what are current grade is.

Your notes:
<table>
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<th>Oct 30- Nov 5</th>
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<td><strong>Monday, October 30</strong></td>
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<td><strong>Wednesday, November 1</strong></td>
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<td><strong>Friday, November 3</strong></td>
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<td><strong>Sunday, November 5</strong></td>
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WEEK 12: Housecleaning

URGENT: This is the last week for students to withdraw from class.

- Begin cleaning up your grade-book. Calculating pre-final exam grades will facilitate final grading.
- Offer your students a pre-final exam review of the course material to date.
- Email or personally contact any student who has missed more than one section or neglected to turn in assignments.
- Ask students to cheer each other on! A round of applause never hurt anyone.

EVALUATION DAY #4

Hand out index cards and ask your students to anonymously respond to the following questions: “At this point in the semester, are there any topics which have not been clearly explained?”

Next week, spend a few minutes at the beginning of class discussing what you learned from their responses.

Notes from the Undergraduate:
Referring back to what we learned in the beginning of the semester is helpful. It’s always good to return to the basics and reinterpret earlier concepts.

Your notes:
<table>
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<th>Nov 6- Nov 12</th>
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<td><strong>Monday, November 6</strong></td>
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<td><strong>Wednesday, November 8</strong></td>
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<td><strong>Friday, November 10</strong></td>
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</table>
WEEK 13:  
Beginning to Review

- Prepare an in-class summary of the semester to ensure that students have grasped key points.
- Ask students to hypothesize (out loud) about what a final exam might look like.
- Begin a list of review points to cover before the final. Using the blackboard, invite students to help you create a list of key points.
- Since your own end-of-semester work will be due, and you will need every spare minute for yourself, prepare your remaining sections now.

“Remind your students (and yourself) to eat right and get enough sleep. Physical, emotional, and mental overload rear their ugly heads as the semester winds down”

<table>
<thead>
<tr>
<th>Notes from the Undergraduate:</th>
<th>Your notes:</th>
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<tbody>
<tr>
<td>Try to schedule extra office hours or sometimes it is easier to communicate through email if your availabilities don’t match up!</td>
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<tr>
<td>Nov 13- Nov 19</td>
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<td><strong>Monday, November 13</strong></td>
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<td><strong>Sunday, November 19</strong></td>
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WEEK 14:
The End Is in Sight

- Remember to leave time at the end of one class for student evaluations. Encourage students to be thorough in their assessments, including the supplemental questions, if applicable. Be sure to announce the evaluation day in advance so that students can bring their laptops.

- Praise your students for the terrific work they have already accomplished and give them a pep talk for the final exam.

- Ask your students to prepare a study guide for the final exam.

- Remind students that a grade of “incomplete” is available only in extreme circumstances.

“Students really appreciate a TA who’s willing to schedule an additional review session before the final. Talk to your departmental secretary about finding a room for your extra class-and don’t forget to bring some snacks.”

Notes from the Undergraduate:
Remind us that now is a good time to study in groups!

Your notes:
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<th>Monday, November 20</th>
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<td>Wednesday, November 22</td>
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<td>Thanksgiving</td>
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<td>Friday, November 24</td>
<td>Saturday, November 25</td>
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<td></td>
<td>Sunday, November 26</td>
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</table>
WEEK 15: Wrapping Up

CONGRATULATE YOURSELF! YOUR FIRST SEMESTER OF TEACHING IS COMPLETE

- A well-deserved and relaxing vacation is just around the corner!
- Make sure that you complete the university’s End of Semester Report concerning your workload for this semester. This will be available to you electronically at the end of this semester.
- Resist the temptation to cancel the last discussion section.
- Pick up extra blue books for those students who forget to bring one to the final.

EVALUATION DAY #5

Evaluate yourself. Be as truthful as possible. Here are two very simple questions to consider: “What do I perceive are my strong points as a teacher? In what areas do I feel I need to improve?”

When you see your evaluation scores next semester, it will be instructive to compare your self-perception to your students’ perceptions of you as a teacher.

Notes from the Undergraduate: Your notes:

An email reminding us of what we will be doing on the last day(s) is helpful!
End of Semester Report

This form is to be submitted at the end of each semester electronically. You will receive a notification and reminders from graduateprograms@dornsife.usc.edu with a link to the form.

[ ] During the _____ semester, 20___, my hours of work as an RA, TA, or AL* conformed to the University's maximum hours expectations stated in my appointment letter.

OR

[ ] During the _____ semester, 20___, my hours of work as an RA, TA, or AL* exceeded the University's maximum hours expectations stated in my appointment letter in the following way[s]. Please explain:

☐ I consistently worked 1-5 hours per week over the university’s maximum hours expectations stated in my appointment letter.

☐ I consistently worked 5-8 hours per week over the university’s maximum hours expectations stated in my appointment letter.

☐ I consistently worked more than 8 hours per week over the university’s maximum hours expectations stated in my appointment letter.

Please describe the tasks you performed that caused you to exceed the university’s hours expectations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student’s Signature __________________________________________ Printed name _______________________________________

________________________________________ Date __________________________ Department __________________________

________________________________________

USC ID#

*If you have multiple RA, TA or AL positions in one offer letter, please include your total cumulative hours of work for all positions.

Rev. 6/15/2016
SPRING SEMESTER 2018
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>October 23 - January 5</td>
<td>Registration for continuing students</td>
</tr>
<tr>
<td>November 16 - January 5</td>
<td>Registration for returning and continuing students and new graduate students</td>
</tr>
<tr>
<td>January 2 - 5</td>
<td>Late registration and change of program</td>
</tr>
<tr>
<td>January 5</td>
<td>Last day to register and settle without late fee for Session 001</td>
</tr>
<tr>
<td>January 8</td>
<td>Spring semester classes begin</td>
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<tr>
<td>January 15</td>
<td>Martin Luther King Day, University holiday</td>
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<tr>
<td>January 26</td>
<td>Last day to register and add classes</td>
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<tr>
<td>January 26</td>
<td>Last day to drop a course and receive a refund</td>
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<tr>
<td>January 26</td>
<td>Last day to enroll for a course for a grade Pass/No Pass or Audit</td>
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<tr>
<td>January 26</td>
<td>Last day to purchase or waive tuition refund insurance</td>
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<tr>
<td>January 30</td>
<td>Last day to drop a Monday-only class and receive a refund, or change the Monday-only class to Pass/No Pass or audit</td>
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<tr>
<td>February 29</td>
<td>Presidents Day, University holiday</td>
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<tr>
<td>February 23</td>
<td>Last day to change a Pass/No Pass course to Letter Grade</td>
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<tr>
<td>February 23</td>
<td>Last day to drop a course without a mark of &quot;W&quot; on the transcript</td>
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<tr>
<td>March 11 - 18</td>
<td>Spring Recess</td>
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<tr>
<td>April 6</td>
<td>Last day to drop a class with mark of &quot;W&quot;</td>
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<tr>
<td>April 27</td>
<td>Spring semester classes End</td>
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<tr>
<td>April 28 - May 2</td>
<td>Study Days</td>
</tr>
<tr>
<td>May 3 - 9</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 3 – 15</td>
<td>Final Grade submission via Grading and Roster System (GRS) for Spring 2018 regular sessions</td>
</tr>
<tr>
<td>May 12</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
WEEK 1:  
The First Day of Class

- Introduce yourself to the class. Tell them about yourself, your educational goals, as well as something personal. Your favorite music? Movies? Food? Books? Let them know you’re approachable.

- Have the students introduce one another in similar terms. This activity is a good ice-breaker and gives you time to relax before you launch into teaching.

- Read your syllabus to the class. This is not a time-waster! Many students will rarely refer to it, so you will know they read it thoroughly at least once. (See Appendix D for tips on constructing your syllabus.)

- Even if your students are not prepared to start “real” work yet, use the class period the first day. Have a friendly Q&A session and/or do a small in-class assignment, preferably an evaluation of your students regarding the class learning objectives so that you can gauge your students’ progress throughout the semester. Learn to use grading/assessment rubrics for assessing your success in achieving course learning objectives.

“Pass out a student information sheet asking for interesting facts about each student, then hand out a class profile the following week.”

Notes from the Undergraduate:  
Have us make name tags ourselves, so you can learn all our names faster. It makes us feel more valued you can call us by name.

Your notes:
**This calendar is for use to log your hours on a daily basis throughout the semester. Please use it for that and anything else you like.**

<table>
<thead>
<tr>
<th>Jan 8- Jan 14</th>
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<tbody>
<tr>
<td><strong>Monday, January 8</strong></td>
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<tr>
<td>Classes Begin</td>
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<td><strong>Wednesday, January 10</strong></td>
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<td><strong>Friday, January 12</strong></td>
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</table>
WEEK 2:
Office Hours

- Rather than a single two-hour block, split your office hours onto different days to better accommodate student schedules.

- One mandatory visit per student by week 4 or 5 is often a good idea. Have a plan for the purpose of these visits.

- Scheduling small-group conferences can be very effective. Many shy students (and shy teachers!) are uncomfortable with one-on-one meetings.

- As tempting as it may be to skip them, remember that it is your duty as a TA to maintain office hours. In the stretches without students you can accomplish a lot of your own work!

“Give the students your email and encourage them to contact you with class-related questions. Very few will abuse this privilege, and you will be accessible, one of the hallmarks of a good teacher.”

Notes from the Undergraduate:
Let us know when you usually answer emails if you typically don’t reply immediately. Having set hour(s) for emails is useful.

Your notes:
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>Monday, January 15</td>
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<tr>
<td></td>
<td><strong>Martin Luther King Day</strong></td>
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<td>Tuesday, January 16</td>
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<td>Wednesday, January 17</td>
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<td>Thursday, January 18</td>
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<td>Friday, January 19</td>
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<td>Saturday, January 20</td>
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<td>Sunday, January 21</td>
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</table>
WEEK 3:
Communication

- Arrive at the classroom early and be willing to stay after class to talk to interested students.

- Use the classroom blackboard/whiteboard and other visual aids. Many students self-identify as visual learners. Communication means more than just talking.

- Keep moving in the classroom. It makes you more part of the group.

- Kindness in communicating with your students does not undermine your authority.

- Prepare a study guide for your students in which you outline the readings and highlight important ideas from lecture. Show them how to tackle the material effectively. Then ask them to create their own study guides for next week’s homework assignment.

EVALUATION DAY #1

Evaluate yourself. Be as truthful as possible. Here are two very simple questions to consider: “What is the most important thing you learned today? How does this contribute to your understanding of the material as a whole?”

Next week, spend a few minutes at the beginning of class discussing what you learned from their responses.

Notes from the Undergraduate:

Try and incorporate us into the discussion section. If it’s just like lecture we may get bored and zone out.

Your notes:
<table>
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<th>Jan 22- Jan 28</th>
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<td><strong>Monday, January 22</strong></td>
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</table>
WEEK 4: Catching Problems Early

- If you are experiencing problems with disruptive students, refer to pp. 22-25 for the University of Southern California’s policies on resolving interpersonal conflicts.

- Thoroughly discuss USC’s plagiarism policies (pp. 20-21 and Appendix B). Often students fail to understand what constitutes plagiarism. Help them avoid academic dishonesty.

- Speak privately with any students whose behavior or appearance has changed. If help is needed, refer them immediately (but kindly) to Student Counseling Services (740-7711). They offer help on a wide range of issues important to undergraduates, including eating disorders, relationship difficulties, and stress management.

- Encourage disengaged students in the back of the room to move to the front row.

“Remind your students to back up their computers or to email themselves copies of current papers and projects for safekeeping.”

Notes from the Undergraduate:
Let students know that if they are struggling with the course, to talk about it with the TA and makes the material more digestible.

Your notes:
<table>
<thead>
<tr>
<th>Jan 29- Feb 4</th>
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<tr>
<td><strong>Monday, January 29</strong></td>
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<td><strong>Friday, February 2</strong></td>
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<td><strong>Sunday, February 4</strong></td>
</tr>
</tbody>
</table>


WEEK 5: Asking for Help

- Don’t neglect to take advantage of your departmental mentor. If your department lacks a TA Mentorship Program, suggest they institute one.

- The Center for Excellence in Teaching (CET) is an invaluable resource. Refer to pp. 28 of this manual or visit their website at cet.usc.edu for assistance with a variety of teaching scenarios.

- Don’t let pride prevent you from asking your fellow TAs for suggestions. Find out who is considered an excellent TA and ask to visit his or her section to see what strategies make a classroom come alive.

“Many departments have files of old lesson plans and assignments. Make use of this resource if it’s available. If not, offer to start a file for Teaching Assistants next year.”

Notes from the Undergraduate:  
Having an idea of how we are doing in the class would be helpful at this point, so we know where to improve and how to study for the midterm.  

Your notes:
<table>
<thead>
<tr>
<th>Monday, February 5</th>
<th>Tuesday, February 6</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Wednesday, February 7</td>
<td>Thursday, February 8</td>
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<td>Friday, February 9</td>
<td>Saturday, February 10</td>
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<td></td>
<td>Sunday, February 11</td>
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</tbody>
</table>
WEEK 6: Grading Policies & Expectations

- Before giving grades for individual assignments, rank the class as a whole so that you have an idea of the range of performance. For essay questions, develop a rubric to aid your grading.

- Make sure your students understand your grading policies. It is important that they know that you are fair in your assessment of their work. Describe what constitutes A work, B work and so forth.

- Discuss grading policies with the instructor of the course and the other TAs in your department so that grades are equalized. Your students need to be assured that they would not, for instance, receive an A from another TA for work that you consider B quality.

- Let your students know that you are willing to listen if they feel you have graded them unfairly. Demonstrate that learning is a dynamic process.

EVALUATION DAY #2

Hand out index cards and ask your students to anonymously respond to the following questions: “What are the strengths of this section? What improvements do you suggest?”

Next week, spend a few minutes at the beginning of class discussing what you learned from their responses.

Notes from the Undergraduate: Having credit/no credit exercises with feedback is a good way for us to assess our abilities in the class.

Your notes:
<table>
<thead>
<tr>
<th>Monday, February 12</th>
<th>Tuesday, February 13</th>
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</thead>
<tbody>
<tr>
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<td>Wednesday, February 14</td>
<td>Thursday, February 15</td>
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<td>Friday, February 16</td>
<td>Saturday, February 17</td>
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<tr>
<td>Sunday, February 18</td>
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</tbody>
</table>
WEEK 7: Midterm Grades and Student Participation

URGENT: Midterm grades are due this week! It is College policy that all students be confidentially informed of their grades by the end of WEEK 7.

- At the beginning of class, inquire if there are any unanswered questions from the previous week.
- Remind students that they cannot participate if they are not there. It should be clear that attendance and punctuality are important to their success.
- Small-group activities play an essential role in the learning process. Students like working in groups and hearing other students talk about what they are mutually studying.
- Ask students to offer oral summaries of the week’s lecture material.

"Encourage students to form study groups. You can facilitate this by handing out a sign-up sheet for those who are interested."

Notes from the Undergraduate: Your notes:

<table>
<thead>
<tr>
<th>Notes from the Undergraduate:</th>
<th>Your notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There should be a certain time during discussion or an office hour dedicated to reviewing the midterm.</td>
<td></td>
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<tr>
<td>Monday, February 19</td>
<td>Tuesday, February 20</td>
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<tr>
<td>Presidents' Day</td>
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<td>Wednesday, February 21</td>
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<td>Sunday, February 25</td>
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</tbody>
</table>
WEEK 8:  
Taking Stock

- Photocopy your grade-book and backup your computer files. Administer averted will save you headaches and heartaches.

- Did your evaluations point out problems with your teaching? Are you working to correct them?

- Are your teaching duties taking approximately 15-20 hours per week? If you are not spending enough time, ask yourself where you may be cutting corners. If you are spending too much time, rethink your teaching strategies.

- Do you know all of your students’ names? Students express deep appreciation when their TAs have bothered to learn who they are. This is a simple way to make a positive impression.

“Mid-semester is a great time to start a detailed study guide for the final. List every term, concept, name, etc., that you’ve studied thus far. Your students will love you for this!”

Notes from the Undergraduate:  
Ask us what we feel you could do better to prepare us for the next exam.

Your notes:
<table>
<thead>
<tr>
<th>Monday, February 26</th>
<th>Tuesday, February 27</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Wednesday, February 28</td>
<td>Thursday, March 1</td>
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<td>Friday, March 2</td>
<td>Saturday, March 3</td>
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<td>Sunday, March 4</td>
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</tbody>
</table>
WEEK 9:
Negotiating Your Own Time

- The best time to start planning next week’s class is immediately after this week’s class.

- A well-organized filing system of lecture notes and assignments will be a great time-saver for future classes. Every graduate student needs to invest in a filing system.

- Find opportunities to integrate your own research and coursework into your sections. After all, you are the expert.

- Careful scheduling also means leaving yourself time to rest, play, and dream. You cannot be a great teacher or a great student if you exhaust your personal resources.

EVALUATION DAY #3

Hand out index cards and ask your students to anonymously respond to the following questions: “Do you feel I’ve been evaluating your work fairly and giving helpful feedback on your assignments?”

Next week, spend a few minutes at the beginning of class discussing what you learned from their responses.

<table>
<thead>
<tr>
<th>Notes from the Undergraduate:</th>
<th>Your notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try to get as much grading done as possible over break so we can have a better idea on how to improve before finals.</td>
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<tr>
<td>Mar 5- Mar 11</td>
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<td><strong>Monday, March 5</strong></td>
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## Mar 12 - Mar 18 (Spring Break)

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<th>Sunday, March 18</th>
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</table>
SPRING BREAK NOTES:
WEEK 10: Re-Energizing your Class

- Jumpstart your class with something amusing and unexpected. The blues are setting in, and everyone needs a lift. A round of Twenty Questions perhaps?

- If discussion sections have fallen out of sync with the lectures, now is the time to correct the situation.

- Make a list of everything you’ve accomplished so far in your class and congratulate yourself on your terrific progress.

- Visit the Lyon’s Center if you have not done so already. The time you spend exercising will be repaid with increased stamina and energy.

“I always have one “mercy” day per semester. This would be a good week for it. It’s a way of showing students you’re human too.”

Notes from the Undergraduate:
You should go over important concepts from the course at this point! We tend to mentally check out after a break.

Your notes:
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<th>Monday, March 19</th>
<th>Tuesday, March 20</th>
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<td>Sunday, March 25</td>
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</tbody>
</table>
WEEK 11:
Revisiting Grading Policies

- Invite questions about the grading process; reiterate grade percentages and policies.

- Discuss extra-credit assignments with your instructor. As long as you extend the opportunity to everyone in the class, there is nothing wrong with giving your students an occasional break.

- Ask students who disagree with your grading of their work to justify a higher grade in writing.

- Strive to be encouraging and enthusiastic in evaluating your students’ work. Over-correction and excessively harsh criticism do not foster healthy learning environments.

“‘If you notice that many students had difficulty with a particular concept on an exam, spend time next week discussing it and also ask yourself how you can better illuminate it next semester.’”

<table>
<thead>
<tr>
<th>Notes from the Undergraduate:</th>
<th>Your notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try to make discussion more fun by having a trivia game, or jeopardy, but incorporating the course material!</td>
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</table>
### Mar 26- Apr 1

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<th>Monday, March 26</th>
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<th>Sunday, April 1</th>
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</table>
WEEK 12:
Housecleaning

URGENT: This is the last week for students to withdraw from class.

- Begin cleaning up your grade-book. Calculating pre-final exam grades will facilitate final grading.

- If you’ve slipped out of contact with the instructor of the course, re-establish ties before the end of the semester.

- Email or personally contact any student who has missed more than one section or neglected to turn in assignments.

- This might be a good week to use your emergency lesson plan, since your own work may be pressing on you at this point in the semester.

EVALUATION DAY #4

Hand out index cards and ask your students to anonymously respond to the following questions: “At this point in the semester, are there any topics which have not been clearly explained?”

Next week, spend a few minutes at the beginning of class discussing what you learned from their responses.

<table>
<thead>
<tr>
<th>Notes from the Undergraduate:</th>
<th>Your notes:</th>
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<tbody>
<tr>
<td>Remind us that this is the last week to withdraw from the class, and what our other options are.</td>
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</table>
### Apr 2 – Apr 8

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<th>Sunday, April 8</th>
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</table>
WEEK 13:
Beginning to Review

- Prepare an in-class summary of the semester to ensure that students have grasped key points.

- Ask students to hypothesize (out loud) about what a final exam might look like.

- Hand out supplementary material you have not had time to study in class, but don’t overwhelm your students with unnecessary paperwork.

- Suggest to your students that they do not wait until finals week to begin studying for the exam.

“I found that the most effective review is an ongoing one. Don’t wait until the last day of class!”

**Notes from the Undergraduate:**
Remind us to start studying for the final now, if we already have not started.

**Your notes:**
<table>
<thead>
<tr>
<th>Apr 9 - Apr 15</th>
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<tbody>
<tr>
<td><strong>Monday, April 9</strong></td>
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<td><strong>Wednesday, April 11</strong></td>
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<tr>
<td><strong>Friday, April 13</strong></td>
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</tbody>
</table>
WEEK 14:
The End Is in Sight

- Remember to leave time at the end of one class for student evaluations. Encourage students to be thorough in their assessments, including the supplemental questions, if applicable.

- Group email the class to rally them for the final push and to applaud them for their efforts this semester.

- Remind students that a grade of “incomplete” is available only in extreme circumstances.

- Take advantage of your perks before you leave for the summer. Get your teeth cleaned, visit Student Health and use your bookstore discount.

“If you’ve truly enjoyed your professor’s lectures, write a note expressing your appreciation. Say what really caught your attention and work to incorporate these teaching skills into your own repertoire.”

Notes from the Undergraduate:
Be very available around this time, and don’t forget how much we rely on you and appreciate you!

Your notes:
### Apr 16 - Apr 22

<table>
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<th>Monday, April 16</th>
<th>Tuesday, April 17</th>
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<th>Wednesday, April 18</th>
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<th>Sunday, April 22</th>
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</table>
WEEK 15:
Wrapping Up

- Make sure that you complete the university’s Online End of Semester Report concerning your workload for this semester.

- If you don’t have enough time in class both to cover new material and to review, students will appreciate an extra session just for review.

- Pick up extra blue books for those students who forget to bring one to the final.

- Before you go on summer break, write a semester review of your teaching, noting what worked and did not work in the classroom.

EVALUATION DAY #5

Evaluate yourself. Be as truthful as possible. Here are two very simple questions to consider: “What do I perceive are my strong points as a teacher? In what areas do I feel I need to improve?”

When you see your evaluation scores next semester, it will be instructive to compare your self-perception to your students’ perceptions of you as a teacher.

Notes from the Undergraduate: 
Congratulate yourself! And let us know how we were as a class. We appreciate feedback too!

Your notes:
<table>
<thead>
<tr>
<th>Monday, April 23</th>
<th>Tuesday, April 24</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, April 25</td>
<td>Thursday, April 26</td>
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<tr>
<td>Friday, April 27</td>
<td>Saturday, April 28</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Classes End</strong></td>
<td></td>
</tr>
</tbody>
</table>
End of Semester Report

This form is to be submitted at the end of each semester electronically. You will receive a notification and reminders from graduateprograms@dornsife.usc.edu with a link to the form.

[ ] During the _____ semester, 20___, my hours of work as an RA, TA, or AL* conformed to the University's maximum hours expectations stated in my appointment letter.

OR

[ ] During the _____ semester, 20___, my hours of work as an RA, TA, or AL* exceeded the University's maximum hours expectations stated in my appointment letter in the following way[s]. Please explain:

- I consistently worked 1-5 hours per week over the university’s maximum hours expectations stated in my appointment letter.
- I consistently worked 5-8 hours per week over the university’s maximum hours expectations stated in my appointment letter.
- I consistently worked more than 8 hours per week over the university’s maximum hours expectations stated in my appointment letter.

Please describe the tasks you performed that caused you to exceed the university’s hours expectations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student’s Signature __________________________ Printed name __________________________

Date __________________________ Department __________________________

USC ID#

*If you have multiple RA, TA or AL positions in one offer letter, please include your total cumulative hours of work for all positions.

Rev. 6/15/2016
APPENDIX A:
SAMPLE EVALUATION FORMS

Please click the “NEXT” button below to begin this evaluation. The “NEXT” button at the bottom of each page will allow you to save your answers and move onto the next section. Please remember to click the “SUBMIT” button after you complete each survey. You may return to a completed survey until finals begin if you wish to make changes.

If you are unable to complete the survey in one session, make sure to save your progress by clicking the “SAVE” button. To resume a previously saved evaluation or to access your evaluations if your session times out prior to submitting, please return to your original email containing the link to your course evaluations.

You may also log into Blackboard to access your evaluation forms.

Please click on “NEXT” now and complete your evaluation.
APPENDIX A:
SAMPLE EVALUATION FORMS, cont.

DUMMY USC Student Course Evaluations for EALC 101 - Dummy course Discussion

Please provide the name of your TA.
If you had more than one TA in this section, please list their names.

Teaching Assistant Evaluation Form
How would you rate the teaching assistant’s effectiveness in each of the following areas?

<table>
<thead>
<tr>
<th>Clearly related the purpose and material in the discussion section to the lecture component of the course.</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was consistently punctual.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Articulated the goals of the discussion section clearly.</td>
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</tr>
<tr>
<td>Organized the discussion section to achieve those goals.</td>
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</tr>
<tr>
<td>Presented material in clear, understandable language.</td>
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<tr>
<td>Used chalkboard/whiteboard and other visual aids effectively.</td>
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<tr>
<td>Was knowledgeable about the subject matter of the course.</td>
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<tr>
<td>Carefully explained difficult concepts, methods, and subject matter.</td>
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<tr>
<td>Provided useful insights into the way research is done in this field.</td>
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<tr>
<td>Was enthusiastic about communicating the subject matter.</td>
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<tr>
<td>Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).</td>
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<tr>
<td>Was accessible to students (e.g., during office hours, before and after class, etc.).</td>
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</tr>
<tr>
<td>Evaluated student work in fair and appropriate ways (if applicable).</td>
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</tr>
<tr>
<td>Gave helpful feedback on assignments.</td>
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</tr>
</tbody>
</table>

Select NEXT to continue ...

Back to the List of Course Evaluations Save Previous Next Submit

Progress $\Box$ 20%
APPENDIX A:
SAMPLE EVALUATION FORMS, cont.

DUMMY USC Student Course Evaluations for EALC 101 - Dummy course Discussion

Teaching Assistant

Overall, how would you rate this teaching assistant?

- Poor
- Below Average
- Average
- Above Average
- Excellent

Overall, how would you rate this discussion section?

- Poor
- Below Average
- Average
- Above Average
- Excellent

Interim responses saved.

Back to the List of Course Evaluations  Save  Previous  Next  Submit
DUMMY USC Student Course Evaluations for EALC 101 - Dummy course Discussion

What were this TA's main strengths?

How might this TA improve his or her teaching effectiveness?

Select NEXT to continue ...

Interim responses saved.
APPENDIX A:
SAMPLE EVALUATION FORMS, cont.

DUMMY USC Student Course Evaluations for EALC 101 - Dummy course Discussion

Additional comments?

Select NEXT to submit

Interim responses saved.

Back to the List of Course Evaluations  Save  Previous  Next  Submit

Progress [80%]
Thank you for taking the time to provide constructive feedback on this course. You may receive further reminders to complete additional evaluations if you enrolled in multiple courses and have not yet evaluated all of them.

Your participation in the course evaluations process is extremely important. Thank you for helping improve the student experience at USC.

*Please click here to see if you have other evaluations to complete.*

Thanks,

USC Course Evaluations Team

Your responses have been submitted successfully.
APPENDIX A:
SAMPLE EVALUATION FORMS, cont.

DUMMY USC Student Course Evaluations for BISC-120 - Dummy course Lab

Please click the “NEXT” button below to begin this evaluation. The “NEXT” button at the bottom of each page will allow you to save your answers and move onto the next section. Please remember to click the “SUBMIT” button after you complete each survey. You may return to a completed survey until finals begin if you wish to make changes.

If you are unable to complete the survey in one session, make sure to save your progress by clicking the “SAVE” button. To resume a previously saved evaluation or to access your evaluations if your session times out prior to submitting, please return to your original email containing the link to your course evaluations.

You may also log into Blackboard to access your evaluation forms.

Please click on “NEXT” now and complete your evaluation.
### DUMMY USC Student Course Evaluations for BISC-120 - Dummy course Lab

Please provide the name of your TA. If you had more than one TA in this section, please list their names.

**Teaching Assistant Evaluation Form (Laboratory Assistant)**
How would you rate the teaching assistant’s effectiveness in each of the following areas?

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Maintained a safe laboratory environment</td>
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<td>Materials and supplies were available and well organized.</td>
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<td>Was consistently punctual</td>
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<td>Used laboratory time effectively</td>
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<td>Was available to students during regularly scheduled office hours.</td>
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<td>Appropriately related the purpose of the laboratories to the lectures</td>
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<tr>
<td>Presented material in clear, understandable language</td>
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<td>Carefully explained difficult concepts, methods, and subject matter.</td>
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<td>Was enthusiastic about communicating the subject matter</td>
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<td>Presented subject matter in ways that were academically stimulating</td>
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<tr>
<td>Was receptive to student questions during lab presentations.</td>
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<td>Used chalkboard/whiteboard and other visual aids effectively</td>
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<tr>
<td>Circulated throughout the room during the lab period</td>
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<td>Was accessible to all students on an equitable basis</td>
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<tr>
<td>Easily understood and responded to student questions</td>
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<tr>
<td>Was knowledgeable about the subject matter of each laboratory</td>
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<tr>
<td>Laboratory quizzes fairly reflected the material presented.</td>
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<tr>
<td>Evaluated student work in fair and appropriate ways</td>
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<tr>
<td>Maintained confidentiality when returning assignments</td>
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</table>

Select NEXT to continue...
APPENDIX A: SAMPLE EVALUATION FORMS, cont.
DUMMY USC Student Course Evaluations for BISC-120 - Dummy course Lab

What were this TA's main strengths?

How might this TA improve his or her teaching effectiveness?

Select NEXT to continue ...

Interim responses saved.

Back to the List of Course Evaluations  Save  Previous  Next  Submit

Progress 60%
APPENDIX A:  
SAMPLE EVALUATION FORMS, cont.

DUMMY USC Student Course Evaluations for BISC-120 - Dummy course Lab

Additional comments?

Select NEXT to submit

Interim responses saved.

Back to the List of Course Evaluations  Save  Previous  Next  Submit

Progress 80%
Thank you for taking the time to provide constructive feedback on this course. You may receive further reminders to complete additional evaluations if you enrolled in multiple courses and have not yet evaluated all of them.

Your participation in the course evaluations process is extremely important. Thank you for helping improve the student experience at USC.

Please click here to see if you have other evaluations to complete.

Thanks,

USC Course Evaluations Team

Your responses have been submitted successfully.
APPENDIX B:  
TROJAN INTEGRITY

Integrity is an important component of students’ academic experience. The academic evaluation a student receives for a course becomes a permanent university student record, and it is critical that such records be accurate and consistent. In addition, the integrity students learn and exhibit at the university will be a model for the professional integrity they practice when they complete their academic work.

While integrity involves all members of the academic community-faculty, staff, and students-you, as an educator and instructor, are uniquely positioned to teach, model, and assure integrity in students’ academic assignments.

This appendix is designed to assist you by addressing three areas of interest:
  ♦ Preventing academic dishonesty;
  ♦ Confronting acts of academic dishonesty;
  ♦ Dealing with disruptive classroom behavior (This material was covered in the Resources section of this handbook).

You also should consult the student guidebook, SCampus, to which this desk reference is a companion. Published annually, SCampus contains the Student Conduct Code and other policies that constitute the university’s contract with students. Copies of the current SCampus are available from the Office of Student Judicial Affairs and Community Standards, (STU-206, (213) 821-7373). An electronic version is available through USCWeb (https://policy.usc.edu/student/scampus/)

In addition, you may consult the Office of Student Judicial Affairs and Community Standards (see above) concerning these subjects.

PREVENTING ACADEMIC DISHONESTY

General
1. Class Syllabus: Include a statement explaining what constitutes academics dishonesty for your course and what the consequence will be. This may include specific directions concerning what are and are not allowable materials and behaviors during in-class exams, standards for citation and editorial assistance in written assignments, and expectations concerning the completion of homework assignments. In addition, a statement such as the following may be included:

“Students who violate the University standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the University. Since dishonesty in any form harms the individual, other students and the University, academic integrity policies will be strictly enforced. I expect you will familiarize yourself with the Academic Integrity guidelines found in the current SCampus.”
APPENDIX B:
TROJAN INTEGRITY, cont.

2. *Initial class meeting:* During the class in which expectations and structure for the course are discussed, include a discussion of the academic integrity standards for the course (this may follow what is outlined in the syllabus). This is a good opportunity to remind students should be aware of specific standards for this course and how standards will be applied to assignments, and preferably before beginning them, will ensure students the greatest success.

3. *Individual assignments or examinations:* When giving instructions for assignments or preparing students for examinations, it is wise to remind students of academic integrity standards that will be applied to the assignment or exam, including the obligation to protect their own work from misuse by others.

4. *Instruction:* Discussing, when appropriate, ethical issues within your discipline provides important information and a positive model to students. Such discussions underscore the importance of academic integrity as preparation for ethical and successful professional practice.

5. *Class Environment:* Fostering an environment of respect in the classroom promotes respect in return. Students are less likely to exhibit dishonest behavior when they believe they are treated with respect and when appropriate attitudes are modeled for them.

6. *Reconsideration of graded work:* Occasions arise when students request consideration for additional credit on previously graded exams and homework assignments. To avoid both misunderstanding and the temptation to resubmit altered work, it is helpful to require a formal written request from students. This request may take the form of a standard coversheet, and should include an affirmation that the assignment has not been altered in any way since it was graded, and specification of which questions are to be reconsidered and why. A model coversheet is available through the Office of Student Judicial Affairs and Community Standards.

**Written Assignments**

The following strategies help prevent plagiarism in written assignments completes outside of class:

1. Explain to students what plagiarism is. Provide examples of citation as you expect it in written assignments. A useful handout, “Guide to avoiding plagiarism,” is available through the Office for Student Judicial Affairs and from the web site: https://dornsife.usc.edu/assets/sites/903/docs/Trojan_Integrity_-_Guide_to_Avoiding_Plagiarism.pdf
APPENDIX B: TROJAN INTEGRITY, cont.

2. Limit topic selection with a specific list, and narrow topics sufficiently that acquiring or purchasing a paper becomes less likely. Change topics each semester if possible.

3. Provide specific objectives for papers and establish precise criteria for paper format.

4. Require students to identify their topic and submit a preliminary bibliography on a specific date.

5. Require students to submit an outline and/or an initial reference list for their papers which must be approved before they proceed. Meet with students individually to discuss their progress when possible.

6. Do not allow students to change topics late in the assignment.

7. In larger classes, particularly those employing more than one teaching assistant or reader, notify students that papers will be compared to one another. This can be accomplished by having teaching assistants read aloud to one another the first two or three paragraphs of the papers they have graded. Doing this can discourage copying and authorized collaboration.

8. Accept only original manuscripts. Do not accept photocopies.

9. Instruct students to not dispose of research notes and drafts before final grades are assigned. An alternative is to require submission of an intermediate draft and/or notes with the final paper.

10. If possible, gauge students’ writing abilities by requiring in-class writing assignments early in the course.

11. The university’s Student Conduct Code specifies that a student wishing to use an assignment for more than one course must have the express written permission of the course instructors prior to submission. Instructors should establish consistent practice concerning whether or not to allow this in their courses. Before permission is granted to use an assignment in more than one course, an instructor may wish to require the student to provide a written proposal including the assignment description for both courses, a statement of how the assignment of how the assignments relate or can reasonably be integrated, and a preliminary proposal for completing the assignment to satisfy the objectives for both courses.

12. Electronic sources, such as the Wikipedia, have become ubiquitous in the student world. You may wish to instruct students about the following issues if they refer to electronic sources when writing papers:
APPENDIX B:
TROJAN INTEGRITY, cont.

♦ It is important to properly acknowledge electronic sources as it is to correctly cite source material from printed publications.

♦ Electronically available material varies widely in quality. Students can determine the quality of an electronic source only through intelligent, critical analysis (not by its elaborate presentation or the ease of its location).

♦ It is tempting to misuse electronic sources (e.g., academic papers are readily available on the Web for acquisition or purchase). Remind students of their obligation to do their own work, and of the ease with which electronic sources can be located if a student’s work is called into question.

Examinations

Strategies that can help deter dishonest behavior on examination include:

1. Remind students of the standards for your examination (materials allowed/disallowed, prohibition of communicating with other students, etc.) during the class period prior to an exam.

2. Require students to write their names and student identification numbers on the exam (in ink) at the beginning of the exam.

3. If possible, require students to present university photo I.D. cards for admission to the exam. Alternately, announce that students will be required to produce photo I.D. cards when handing in the exam.

4. Separate students with vacant seats or assign seating randomly.

5. Provide alternate forms of the exam to discourage copying. One way to accomplish this is by scrambling the order of the questions on different versions or by changing variables for particular questions.

6. Require students to submit blank bluebooks during a class meeting prior to the exam. Distribute the bluebooks randomly at the exam.

7. Prohibit students from having at their desks/seats anything that is not specifically allowed during the exam (e.g., book bag, notebook).
APPENDIX B:  
TROJAN INTEGRITY, cont.

8. Require students to remove hats and caps during exams. The bills of caps are sometimes used to conceal notes or prevent proctors from observing roving eyes.

9. Regarding calculators:
   You may wish to prohibit programmable calculators if that particular type of calculator is not necessary for completion of the exam. (The same goes for cell phones and smart watches. Instructors should be clear as to what materials are acceptable during exams.) If programmable calculators are permitted, they should be examined for unauthorized materials at the beginning of the exam. Require students to remove calculators from their cases and put the cases away prior to the start of the exam (plastic calculator cases can be a good place to hide crib sheets).

10. Provide adequate proctoring and enforce silence during the exam. Ensure that the proctors remain in the classroom throughout the course of the exam.

11. Do not allow students to leave the exam to use the bathroom, get a drink, etc. Be sure to announce this policy in the course syllabus and in class prior to the exam. Students have used such opportunities to gain access to crib notes and course materials previously hidden in external locations.

12. Number exams and distribute them in order to seated students. This identifies students sitting adjacent to one another during the exam. Collecting exams from students while they are still seated is another strategy for maintaining exams in the order students were seated.

13. Photocopy Scantron sheets or portions of the exam prior to returning them to students. This prevents students from subsequently altering the exam and submitting it for regarding.

14. Distribute blank paper with exams for calculations and to cover completed work.

15. When grading exams, clearly mark incorrect answers and/or blank answers with and “x” in colored pen.

16. Have all answers to the same question graded by the same person.

17. Alter exams and questions often, preferably every semester.

18. Safeguard exams from unauthorized access. This includes office security, limiting or monitoring access while the exam is reproduced prior to administration, and withholding the answer key until all exams have been completed by students and graded.
APPENDIX B:
TROJAN INTEGRITY, cont.

19. Establish a course policy concerning student requests for make-up exams. Announce this policy at the beginning of the course and adhere to it.

Explaining the strategies used to safeguard the exam (different versions, photocopying before returning to students, etc.) can help students avoid dishonest behavior. Announcing the consequences for talking during the exam, roving eyes, copying, etc. also helps students avoid cheating.

Collaboration

When homework or projects are to be completed outside of class, standards for completing the assignments should be stated at the outset. Whether students are allowed to work together, and if so, to what degree, should be made explicit in the course syllabus and in class. Procedures that will be used to determine the originality of the work (comparison within the class, comparison with previous classes) should be announced as a deterrent. Some faculty have found it useful to provide a coversheet on take-home exams stating the standards for completion and requiring the student’s signature affirming understanding and compliance with those standards.

The university specifies that collaboration on academic work between students is unauthorized unless expressly part of the assignment or expressly permitted by the instructor.

Documentary Falsification

University faculty encounter falsified documents in various forms, including forged letters of recommendation, altered or fictitious medical excuses, fabricated lab assignments, and forged lab attendance slips.

While preventing documentary falsification may be accomplished through the use of established forms and procedures, such preventative measures are difficult to apply to documents arising from a spontaneous need, such as medical excuses. Consequently, educating students to the importance of documentary integrity (e.g., through a statement in the course syllabus) supplemented by awareness on the part of the instructor provides the most effective intervention.

CONFRONTING ACADEMIC DISHONESTY
APPENDIX B:
TROJAN INTEGRITY, cont.

If you suspect a student of violating the integrity of an assignment for your course, you can use the following strategies to confront the involved student and to confirm or disprove your suspicion.

Examinations

A. During the examination:

1. If a student appears to be using unauthorized materials or collaborating with another student, have another proctor observe the behavior. If another proctor is not available, observe the behavior from different positions in the room to confirm the observation.

2. For initial incidents of students talking or of “roving eyes,” you may wish to announce to the class that the observed behavior is a violation of examination standards and that further incidents will be penalized.

3. When you believe a violation is occurring during the exam, discreetly stop the behavior (e.g., confiscate the notes, separate collaborators) and identify the involved students for yourself but allow the student to complete the exam. This is least disruptive to the other examinees and, if it later is determined that a violation did not occur, provides a basis for assigning a grade. Clearly mark (in ink) on the students’ answer sheets the point in their exams at which you intervened. When the exams are compared later, this can provide a revealing indication of where the shared information ended and the students’ answers diverge.

4. When a suspected violation concerns unauthorized materials, retain the materials as evidence. In the case of a programmable calculator that will be returned to the student, have a colleague observe the unauthorized programmed information and record that information before returning the calculator.

5. If you believe a substitute (“ringer”) is sitting an exam for an enrolled student, quietly approach him or her and ask for identification. If the suspected substitute will not or cannot provide identification, you may refuse credit to the exam until identification is presented. University security officers also may be called upon. Be sure to maintain possession of the exam in question, since it will contain identifying information that can be useful later.

B. Meeting with the student

When students suspected of copying from one another or otherwise collaborating are confronted after the fact, it is best to speak with the students individually. Inform the student that his/her exam answer(s) correspond to another student’s in ways that you do not believe occurred independently. Ask the student for his/her explanation of similar/identical language, unique
wrong answers, and other indicators of shared information between the exams. Be prepared to explain to the student that in your experience such things do not occur by coincidence and that having studied together before the exam does not adequately explain the similarities.

Out-of-class assignments

When a student’s solution to the assignment appears copied from a solution manual, taken from a previous semester’s assignment for that class, does not follow solution methods covered in class or assigned readings, or appears beyond the student’s capabilities (as indicated by his/her previous work in the course), meet with the student and ask for an explanation of how the assignment was completed.

When students are suspected of copying from one another’s assignments, it is best to speak with the students individually. Inform the student that the assignment corresponds to another student’s and ask how the assignment was completed. You may also wish to ask the student why he or she believes the assignments correspond to one another. Be prepared to explain to the student that in your experience such things do not occur by coincidence.

Term Papers

When material in a student’s paper appears plagiarized, attempt to locate the source text before meeting with the student. Colleagues may be of assistance in identifying the source (the student’s identity should not be revealed).

Students increasingly use electronic means to locate and retrieve source materials. Tools like Turnitin, which is available through Blackboard, can help identify specific portions of text that may be used from sources.

When material in a student’s paper appears plagiarized but the source cannot be identified, ask the student for definitions of terms used and for further explanation of ideas expressed. Ask the student about his or her research for the paper, how the reference materials were chosen and from which library they were obtained. Request that the student submit his/her rough draft and/or notes to you.

REPORTING AN ACADEMIC INTEGRITY VIOLATION

Procedures

If you believe a violation has occurred in your class, the following steps should be taken:
APPENDIX B:
TROJAN INTEGRITY, cont.

1. As soon as possible, meet with the student to discuss the incident. This is the student’s opportunity to understand that he or she violated the standards for the class. Often this is the teachable moment during which the instructor can help the student understand why what he or she did was wrong and how the student could have made better decisions.

If the student denies the violation, this is also your opportunity to let the student explain what he or she believes happened and to assess this explanation.

It is important that you provide the student with enough information that he or she understands why you believe a violation occurred, and that he or she has a reasonable opportunity to explain himself or herself to you. However, it also can be appropriate to terminate the discussion when on further information appears to be forthcoming.

It is also critical that the student understand the grade penalty assigned for the violation (e.g., F in the course, 0 on the assignment). The student should be informed that according to University policy he or she may not withdraw from the course (the Office for Student Judicial Affairs, upon receiving an incident report, ensures the student does not withdraw from the course. If the student has withdrawn, they will be re-enrolled in the course).

When a student denies a violation, the student should be allowed to remain in the class and complete course work until a final resolution is reached.

2. File a report of the incident with the Office for Student Judicial Affairs. A form is provided for this in Appendix B of the Student Conduct Code located in the current SCampus. Supporting documents such as the exam, crib notes or the plagiarized paper with copy of source material should be included with the report. Pending a final decision, if called upon to submit course grades, a Missing Grade (MG) should be submitted for the student.

3. The Office for Student Judicial Affairs will send the student a notification letter advising the student of your complaint and of the student’s opportunity to discuss the allegation with a Student Judicial Affairs staff member. You may be contacted by the Office of Student Judicial Affairs and Community Standards for further information or clarification prior to notifying the student. In either case a copy of the letter will be sent the reporting instructor.

4. If no further sanction beyond the instructor’s grade penalty is required, the student may be given the option of meeting with an Office of Student Judicial Affairs and Community
Standards staff member but is not obligated to do so. If the student chooses to schedule a meeting, the result may be that:

a. The student accepts the instructor’s grade penalty without further action;

b. The student accepts responsibility for an academic integrity violation, completes an Administrative Review with the staff member and may appeal the assigned sanction only (the instructor is notified in writing); or

c. The student denies responsibility for the violation and requests further review of the matter. Further review is accomplished administratively through the Office of Student Judicial Affairs who will render a decision based on the evidence in the case.

5. If further investigation is necessary, or if sanctions beyond the instructor’s grade penalty are indicated because of the severity of the violation or due to recidivism on the part of the accused student, further review of the matter is required. The reporting instructor and the dean will be copied on the notification letter SJACS sends to the student SJACS will contact the reporting party if additional information is needed.

6. Following an administrative or summary review, the accused student may appeal the decision. The appeal process consists of submitting a written appeal based on one or more of the grounds provided in the Student Conduct Code (SCampus section 15.00). Once a written appeal is received, the faculty member is provided an opportunity to submit a written rebuttal before the appeal is reviewed by the appellate body. Once a final decision has been reached, SJACS will send the instructor a Missing Grade (MG) form and instructions to use in posting the student’s final course grade.

Faculty fulfill a contractual obligation with students and the university when they report academic dishonesty. Consequently, following appropriate reporting procedures protects faculty from accusations of misconduct. Reporting also protects the academic community against recidivism, since the Office of Student Judicial Affairs maintains disciplinary histories
for students, and second academic integrity violations usually result in more severe consequences including suspension or expulsion from the university.

Refer to section 14.00 of the Student Conduct Code in the current SCampus for a complete description of the process for reporting and reviewing academic integrity violations.

Sanctions

Whenever it is determined that an act of academic dishonesty has been committed, it is appropriate to recommend some form of grade penalty as a sanction. Grade sanctions are an important part of the educational process because they allow students to experience the consequences of their actions. Without grade sanctions, students quickly learn that there is little incentive to abide by university and course standards. Similarly, if the grade sanction is no greater than what would have resulted from not having completed the assignment or exam, the student may conclude that there is little risk associated with cheating.

Recommended sanctions for common academic violations may be found in the Student Conduct Code, Appendix A (published in SCampus), faculty should apply judgment with respect to the severity of the violation within the course and consistency with any standards that have been articulated for the course. Faculty also may wish to consult with the Office for Student Judicial Affairs regarding sanctions.
APPENDIX C:
WRITING THE SYLLABUS

Every course taught within Dornsife, whether graduate or undergraduate, must have a syllabus.
The following information should be incorporated into each syllabus (For more detail, see http://arr.usc.edu/services/curriculum/resources.html):

1. Instructor’s name, office hours, office location, phone number and email address.

2. Course name, discussion or lab number, semester, and weekly meeting times.

3. Course description, including the goals of the course.

4. List of required and recommended texts and a weekly list of topics and due dates.

5. Course requirements, including a listening of each graded assignment – exams, papers, problem sets, quizzes, projects; the due date of each assignment: and the percentage of the final grade determined by each assignment.

6. Course policies on deadlines, rewrites, attendance, etc.


8. A gentle disclaimer such as: It may be necessary to make some adjustments to the syllabus during the semester.


The following must appear verbatim in your syllabus:

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” 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, http://policy.usc.edu/scientific-misconduct.
Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. https://diversity.usc.edu/
# APPENDIX D: Academic Advisors

<table>
<thead>
<tr>
<th>TITLE/MAJOR</th>
<th>PERSONNEL</th>
<th>LOCATION</th>
<th>E-MAIL</th>
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<td><strong>ADMINISTRATION</strong></td>
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</tr>
<tr>
<td>Associate Dean for Admission and Student Services</td>
<td>Karen Rowan-Badger</td>
<td>GFS 320, mc 1694</td>
<td><a href="mailto:krowan@usc.edu">krowan@usc.edu</a></td>
<td>821 4728</td>
</tr>
<tr>
<td>Associate Director (Humanities Cluster)</td>
<td>Viannda Hawkins</td>
<td>GFS 315, mc 1694</td>
<td><a href="mailto:vyhawkins@usc.edu">vyhawkins@usc.edu</a></td>
<td>740 2534</td>
</tr>
<tr>
<td>Assistant Director (Natural Science Cluster)</td>
<td>Lica Abu-Esba</td>
<td>AHF 107, mc 1694</td>
<td><a href="mailto:abuesba@usc.edu">abuesba@usc.edu</a></td>
<td>740 3800</td>
</tr>
<tr>
<td>Assistant Director (Social Sciences Cluster)</td>
<td>Luis Ramirez</td>
<td>KAP 357, mc 1694</td>
<td><a href="mailto:lframire@usc.edu">lframire@usc.edu</a></td>
<td>821 4316</td>
</tr>
<tr>
<td>Advising Student Services Assistant</td>
<td>Vacant</td>
<td>GFS 315, mc 1694</td>
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<tr>
<td><strong>PRE-LAW/PRE-GRADUATE SCHOOL</strong></td>
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<tr>
<td>Pre-Law</td>
<td>Karla Rivera</td>
<td>GFS 315, mc 1694</td>
<td><a href="mailto:krivera@usc.edu">krivera@usc.edu</a></td>
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<td>Pre-Law</td>
<td>Eric Greer</td>
<td>GFS 315, mc 1694</td>
<td><a href="mailto:ericgree@usc.edu">ericgree@usc.edu</a></td>
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