Directed Research Instructions

A directed research course provides students with a unique opportunity to learn about a field where opportunities to do so through course offerings are limited or do not exist. Price students who wish to conduct directed research must follow all instructions listed below.

1. Student prepares a brief description of the proposed research project.
2. Student identifies a Price School faculty member who will supervise the directed research course and contacts the degree program administrator to confirm eligibility of proposed supervising faculty.
3. Student, in collaboration with the supervising faculty, prepares the course syllabus using the Price School directed research syllabus template (attached).
4. The student must submit the directed research syllabus via [this webform](https://app.smartsheet.com/b/form/0196d552bc9b7f809ee3f3efcdc7d5a8).
5. Once the syllabus is reviewed and approved by the supervising faculty and program director, the student will be granted departmental clearance for registration.

NB: Students who register for directed research during the **summer term** must:

1. Register for the correct section of directed research, as each section will unique dates.
2. Adjust weekly time requirements to align with the number of semester weeks. Please review the Registrar’s guidelines on [contact hours](https://arr.usc.edu/faculty-staff/classroom-scheduling/contact-hours/).

Guidelines for Completing the Syllabus Template

The directed research syllabus *must* be fully completed; all areas in blue must be filled in.

1. A course description
2. Detailed learning objectives
3. Course requirements
4. Meeting and work times
5. Assignment submission policy
6. Reading and assignments, including a list of appointment times with the supervising professor, number of hours of effort per week, deliverable due dates, and readings.

**DIRECTED RESEARCH** Choose an item.

Subtitle of Directed Research

Select Semester

# Units

Graded: Choose an item.

Student Name

Select Degree Program

Student Phone No. ###-###-####

Student Email: netID@usc.edu

Instructor Name

Office: Physical or virtual address

Instructor Phone No.: ###-###-####

Instructor Email: email@usc.edu

## Course Description

Describe the course in 200 words. [Typically, the course description is an expanded version of the description published in the University catalogue. Describe the student audience for whom the course is appropriate. Aspriational statements are not learning objectives, but are valuable and belong in this section. Aspirational statements describe course goals the instructor hopes students continue to develop throughought their personal/professional lives. Aspiratonal statements commonly include pharases such as “students will develop an appreciation of…” or “value…” or “become aware of…”]

## Learning Objectives

[Learning objectives identify the specific, measurable skills a student will demonstrate by the end of the course. Learning objectives should be both taught and assessed by the instructor. They are aligned with the assignments, assessments, and learning materials. They complete the sentence “By the end of this course, students will be able to” and avoid verbs such as understand, learn, and know. Refer to [CET resources on teaching objectives](https://cet.usc.edu/teaching-resources/).]

## Prerequisites

Please list the course(s) that must be taken prior to this course, or enter “none.”

## Course Notes

[Include grading type (note: 490-level courses are taken for a letter grade, while 590- and 790-level courses are taken for Credit/No Credit). Note any unique characteristics of the course of operating procedure. Is the course Web-Enhanced (i.e. Blackboard), Blended or Online? If copies of lecture slides and other class information will be posted on Blackboard, note that here. If multimedia or technology-enhanced learning strategies will be used, please describe them here.]

## Technological Proficiency and Hardware/Software Required

[If applicable, provide details of accessing the course if not in a traditional classroom setting. It is important to let students know if there are specific software or hardware requirements to engage in your course. Additional information may include how to access free versions of the products if available. Link information for the USC Computing Center Laptop Loaner Program. Link information for software support and availability. USC Technology Support Links Zoom information for students, Brightspace help for students, Software available to USC Campus.]

## Required Readings and Supplementary Materials

[Required readings and supplementary materials. Clearly indicate which materials must be purchased by students and how/where they can obtain them.]

## Optional Readings and Supplementary Materials

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

## Description and Assessment of Assignments

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

## Participation

[Credit for participation (if any) should be explained, including what a student must do to earn full credit for participation. Also consider in-class work as participation.]

## Grading Breakdown

[Including the above detailed assignments, how will students be graded overall? Participation should not exceed 15% of the total grade. Where it does, the syllabus must provide an added explanation. No portion of the grade may be awarded for class attendance, but non-attendance can be the basis for lowering the grade, when clearly stated on the syllabus. The sum of percentages must total 100%. Please add/remove table rows as necessary.]

|  |  |  |
| --- | --- | --- |
| **Assessment Tool [assignments]** | **Points** | **% of Grade** |
| Assessment tool #1 | ## | ##% |
| Assessment tool #2 | ## | ##% |
| Assessment tool #3 | ## | ##% |
| **TOTAL** | ## | ##% |

## Grading Scale

Course final grades will be determined using the following scale: *[The following is an example of what a grading scale might look like. Check with your department for the recommended grading scale.]*

|  |  |  |
| --- | --- | --- |
| **Grade** | **C/NC** | **Numerical point range** |
|  | A | Credit | 95-100 |
|  | A- | Credit | 90-94 |
|  | B+ | Credit | 87-89 |
|  | B | Credit | 83-86 |
|  | B- | No Credit | 80-82 |
|  | C+ | No Credit | 77-79 |
|  | C | No Credit | 73-76 |
|  | C- | No Credit | 70-72 |
|  | D+ | No Credit | 67-69 |
|  | D | No Credit | 63-66 |
|  | D- | No Credit | 60-62 |
|  | F | No Credit | <59 |

## Assignment Submission Policy

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

## Grading Timeline

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

## Course-Specific Policies

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

## Attendance

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

## Classroom Norms

[Classroom norms, also referred to as discussion norms or community agreements, describe the behaviors that are encouraged and discouraged during class. They can be a powerful tool for establishing a supportive learning environment. Refer to CET resources on [creating community agreements](https://cet.usc.edu/teaching-resources/community-agreements/).]

## Zoom Etiquette

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

## Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is contrary to this fundamental mission and includes any act of dishonesty in the submission of academic work (either in draft or final form), as well as cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage. Students are expected to uphold the highest standards of academic integrity in all coursework.

This course follows the expectations for academic integrity as stated in the [USC Student Handbook](https://policy.usc.edu/studenthandbook/). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of academic misconduct will be reported to the Office of Academic Integrity.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university, such as suspension or expulsion.

For more information about academic integrity see the [Student Handbook](https://policy.usc.edu/studenthandbook/), the [Office of Academic Integrity’s website](https://academicintegrity.usc.edu/), and university policies on [Research and Scholarship Misconduct](https://policy.usc.edu/research-and-scholarship-misconduct/).

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

Note to Faculty: Include common examples of activities and assignments that might occur in your class. See the following examples that you may choose to include in your syllabus:

* Collaboration: In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.
* Group work: Unless specifically designated as a ‘group project,’ all assignments are expected to be completed individually.
* Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.

Note to Faculty: Include information regarding grade outcomes a student may expect if found in violation. See the following example and edit as necessary:If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an “F” grade on the assignment, exam, or in the course.

### AI Generator Policy

Note to Faculty: Review the considerations and sample options below to include language in your syllabi regarding the use of AI in your courses. Considerations when crafting a policy for AI/Chat GPT use in your course:

* Does your department, program, or school have an existing policy?
* Under what circumstances is AI use permitted in the course and/or for specific assignments?
* How should students cite or credit AI-generated material? (USC Libraries Citing Generative AI.)
* How will students be held accountable for AI’s tendency toward hallucination (i.e., deceptive data)?
* What are the ethical considerations of using AI in general and in your discipline?
* How can AI be used as an effective learning tool, rather than a content creator for course assignments?
* Will AI detection software be used to identify potential AI-generated content?

Three sample policies are included below (AI Use Not Permitted, AI Use Permitted on Specific Assignments, and AI Use Encouraged). PLEASE CHOOSE ONE OR DEVISE YOUR OWN POLICY.

**Artificial Intelligence Use is *Not* Permitted**

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

**Artificial Intelligence Use is Permitted on Specific Assignments**

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

**Use of Artificial Intelligence is Encouraged**

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

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

# Course Content Distribution and Synchronous Session Recording Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](https://policy.usc.edu/studenthandbook/), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor’s permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](https://policy.usc.edu/studenthandbook/), page 13).

# Course Schedule

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic Header** | **Readings & Assignments [bibliography]** |
| **1** | Select Date | Week 1 Topic | Week 1 Reading & Assignments |
| **2** | Select Date | Week 2 Topic | Week 2 Reading & Assignments |
| **3** | Select Date | Week 3 Topic | Week 3 Reading & Assignments |
| **4** | Select Date | Week 4 Topic | Week 4 Reading & Assignments |
| **5** | Select Date | Week 5 Topic | Week 5 Reading & Assignments |
| **6** | Select Date | Week 6 Topic | Week 6 Reading & Assignments |
| **7** | Select Date | Week 7 Topic | Week 7 Reading & Assignments |
| **8** | Select Date | Week 8 Topic | Week 8 Reading & Assignments |
| **9** | Select Date | Week 9 Topic | Week 9 Reading & Assignments |
| **10** | Select Date | Week 10 Topic | Week 10 Reading & Assignments |
| **11** | Select Date | Week 11 Topic | Week 11 Reading & Assignments |
| **12** | Select Date | Week 12 Topic | Week 12 Reading & Assignments |
| **13** | Select Date | Week 13 Topic | Week 13 Reading & Assignments |
| **14** | Select Date | Week 14 Topic | Week 14 Reading & Assignments |
| **15** | Select Date | Week 15 Topic | Week 15 Reading & Assignments |
| **16** | Select Date | Final Summative Experience: Describe.  | Week 16 Reading & Assignments |

# Statement on Academic Conduct and Support Systems

### Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. [The Office of Student Accessibility Services](https://osas.usc.edu/) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu/). You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

### Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](https://financialaid.usc.edu/) for [undergraduate](https://financialaid.usc.edu/help-contact/)- and [graduate-level](https://financialaid.usc.edu/graduate-professional-financial-aid/admitted-and-continuing-students/eligibility/) SAP eligibility requirements and the appeals process.

### Support Systems:

#### [Counseling and Mental Health](https://sites.usc.edu/counselingandmentalhealth/) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

#### [988 Suicide and Crisis Lifeline](http://988lifeline.org/) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

#### [CARE-SC: Confidential Advocacy, Resources, and Education Support Center](https://sites.usc.edu/clientservices/) - (213) 740-9355(WELL) – 24/7/365 on call.

Confidential advocates, prevention educators, and professional counseling teams work to promote a universal culture of consent, and prevent and respond to gender- and power-based harm. Services available to all USC students at no cost.

#### [Office of Civil Rights Compliance](http://eeotix.usc.edu/) - (213) 740-5086

Information about how to get help or help someone affected by harassment, discrimination, retaliation on the basis of a protected characteristic, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

#### [Reporting Incidents of Bias or Harassment](https://report.usc.edu/) - (213) 740-2500

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

#### [The Office of Student Accessibility Services (OSAS)](http://osas.usc.edu/) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

#### [USC Campus Support and Intervention](http://campussupport.usc.edu/) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

#### [USC Emergency Information](https://emergency.usc.edu/)

Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

#### [USC Department of Public Safety](https://dps.usc.edu/)

For 24 hour emergency assistance or to report a crime: UPC: (213) 740-4321, HSC: (323)-442-1000.

For 24 hour non-emergency assistance or information: UPC: (213) 740-6000, HSC: 323-442-1200.

#### [Office of the Ombuds](http://ombuds.usc.edu/) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

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

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