

MOR 431
Interpersonal Competence, Influence, and Development

Syllabus for Spring 2018

Class meetings - M/W 4:00 to 5:50 pm

Professor Jody Tolan, MBA

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213-740-0681 Office

Office Hours: Mondays 1-3 pm or by appointment

Office Location: Hoffman Hall 430

Course Description

While this course deals with the nature and development of interpersonal competence, the most important piece of this course is YOU. You are the driving force in your own personal and career destiny, and this course is to help you understand yourself better. The context for this education is the professional and organizational environment. However, the skills, values, and knowledge gained are similar and useful in other interpersonal contexts. The focus on influence and interpersonal dynamics leads us to look at what the goals and outcomes of interpersonal competence are, as well as what the guiding principles of influence attempts are. To become more proficient interpersonally, we need to focus at different levels of behavior: (1) understanding our own individual patterns of behavior, capabilities, and frames of reference; (2) understanding our own language and presentation to others; (3) understanding others; (3) understanding collaborative and team behavior; and, (4) understanding managerial and organizational issues that impact our effectiveness. Beyond this organizational context are broad opportunities for “networking” for personal, organizational, and other reasons.

Learning Objectives

- To understand the nature and behavior of individuals in the context of organizations and professional life
- To understand your own behaviors, thoughts and actions, and to help develop your own tools for interacting with others the way you want.
- To develop frameworks for thinking about interpersonal competence, and for choosing appropriate techniques that fit various situations while maintaining the integrity of the relationship, participants, and organization.
- To further the development of one’s leadership skills, orientations, and values.
- To further develop skill and values of collaborative behavior in teams, organizations, across organizations, and in developing personal networks.

In addition, at the end of the semester, you should have a greater capability for:

- being more assertive
- understanding yourself
- being more empathic
- being a better communicator

- being a better collaborator
- understanding others
- being a better team contributor
- knowing how to become more “intentional”
- being more responsible and proactive
- “enrolling” others in your objectives and view point
- self-confidence
- networking
- managing relationships at work - with your boss, your direct reports, and your peers
- taking on personal development goals
- influencing without authority
- sharing leadership and responsibility
- solving interpersonal conflict
- being effective and “straight forward” (non-manipulative)
- understanding, and performing within, “political” environments

Required Materials

- TRAINING IN INTERPERSONAL SKILLS, Robbins & Hunsaker, Pearson Prentice-Hall, 6th ed., 2012 [Used copies okay]
- CRUCIAL CONVERSATIONS, Pattersen, et al., McGraw Hill, 2002. [Used copies okay]
- EMOTIONALLY INTELLIGENT LEADERSHIP FOR STUDENTS: A Guide for Students, Levy Shankman, Allen & Haber-Curran, Jossey-Bass; 2nd edition (January 20, 2015). **ISBN-10:** 1118821785; **ISBN-13:** 978-1118821787 [this is a new book for the course; you NEED the 2nd edition but can purchase this used]
- COURSE READER in USC Bookstore – required articles & cases

RECOMMENDED:

- ON BECOMING A LEADER, Warren Bennis, Perseus Publishing.

Prerequisites and/or Recommended Preparation:

BUAD 304 is a prerequisite to this course.

Course Format

To achieve these objectives, we will use multiple formats – lecture, workshop activities, self-assessment, ELC sessions, team projects, videos, and cases. The course involves both learning about interpersonal effectiveness in readings, cases, and lectures, and practicing interpersonal skills and effectiveness. We will also use teams in class for certain exercises as well as a team projects. In addition to teams, we will use a partner structure to work on the attainment of personal development goals in the area of interpersonal influence and effectiveness (i.e. accountability buddy).

Course Notes and Expectations

- Being present, being prepared, and performing in class is essential for successful learning and development, as well as for a successful class experience. If you must be absent, please let me know in advance, and make sure any assignments that may be due are turned in by a team member, and that your team makes sure you have notes or hand-outs from the missed session. Excessive absences (more than two) will negatively affect your course grade.
- This is a discussion, team, and case course, so **please close your laptops and tablets, and turn off all of electronic devices including cell phones while class is in session.** I'll let you know ahead of time if you need your laptop for class activities.
- Each individual will engage in self-assessment activities and in an assessment of the team experience. Much of the self-assessment data and insight will be shared within the teams, and in summary form within the class. At the end of the semester, all students will write an individual paper summarizing their self-assessment data, their contributions to the team, insights about collaboration in teams, progress on personal goals, and their evaluation of their influence/power strengths and weaknesses.
- Occasionally, you will be asked to share your “influence” experiences with your team and with the class.
- There will be a mid-term paper due on March 5th.
- You will submit four case memos chosen from the assigned cases.
- Each team will also complete a manageable service-learning project, where team development, leadership development, and community service are combined in the project. Deliverables include a brief project proposal, a short evaluative write-up and a team presentation of the project. Peer evaluation may be used to assess individual contributions to the team assignments.

COURSE EVALUATION

Course evaluation of performance will be based on the following. Each graded assignment will be evaluated on a 10-point scale where a 9 and a 10 are “excellent” analyses, papers, presentations, or projects. This allows for everyone to do well on any individual requirement. Final course grading will be in accordance with the policy of the Marshall School of Business, which has set as a guideline an average 3.3 GPA for an elective class.

Midterm paper	15%
Final paper	20%
Team project	15%
<i>Project proposal</i>	5%
<i>Final write up & presentation</i>	10%
Journal Writing Assignments (6 required)	25%
Case Analysis Memos (4 required)	10%
Individual contribution/participation in class, preparation, attendance	15%
	100%

WEEKLY SCHEDULE & ASSIGNMENTS

“R” refers to articles and cases in the Reader. Questions for each case will be posted on Blackboard in the Assignments folder.

Changes may be made to the schedule based on the pace and needs of the class and the availability of the ELC. I reserve the right to replace case discussions with current events or guest speakers as they happen. I will do my best to communicate this in advance. Any other changes will be communicated via Blackboard announcements.

Week 1 - Introduction & Self-Awareness

January 8	Introduction to the course
January 10	JFF ELC
Assignments	Read Robbins & Hunsaker, Chapters 1 & 2 Read Levy Shankman et al., Chapters 1-4

Week 2 - Focus on the Individual

January 15	Martin Luther King Jr Holiday (NO CLASS)
January 17	Self-awareness, understanding, and mindset
Assignments	R – “Asserting Yourself: How to Say “No” and Mean It” Complete SAQ’s 1 – 7 and summary in Ch 2 of Robbins

Week 3 - Focus on the individual

January 22	Self-awareness & assessments continued, FIRO-B Case: “Erik Peterson” (A)(B) (See questions on Blackboard)
January 24	Emotional Intelligence
Assignments	Read Robbins & Hunsaker, Chapters 3 & 4 Read Levy Shankman et al., Chapters 5-10 EI assessment in Robbins & Hunsaker, pp. 58-59 Take VIA Character Survey (www.viacharacter.org) and bring results to class. Teams are finalized today. <i>Optional: You may also want to take the Emotional Intelligence assessment on mindtools.com</i> (https://www.mindtools.com/pages/article/ei-quiz.htm).

Week 4 - Focus on interpersonal influence and competence

January 29	ELC JFF ELC (Fertitta Hall): Team Development and Personal Goals
Assignments	Bring personal goals for the course and a brief summary of your personal profile using self-assessment data from Robbins & Hunsaker, Chapter 2. Bring Robbins & Hunsaker text to class. Bring VIA Character Survey results to ELC.
January 31	Interpersonal Influence and Competence
Assignments	Read Robbins & Hunsaker, Chapters 5-8 Read Levy Shankman et al., Part Two: Chapters 11-16 (pp. 109-168) Complete “Interpersonal Influence Inventory” (in class) Case: “Bob Knowlton”

Week 5 - Focus on collaboration

February 5	Building Teams
Assignments	Read Robbins & Hunsaker, Chapters 16 & 17 Read Levy Shankman et al., Chapters 17-19 R – “Managing Your Team”
February 7	Case - “David Fletcher”
Assignments	Select partners for personal goal development

Week 6 - Focus on interpersonal influence in teams

February 12	Team Process
Assignments	Read Robbins & Hunsaker, Chapters 20-21 Read Levy Shankman et al., Part Three: Chapters 21-23 Read Patterson et. al., Chapters 1-6 R – “A Note on Team Process” Other articles may be posted on Blackboard Case – “The Chattanooga Ice Cream Division”
February 14	Active Listening Articles will be posted on Blackboard

Week 7 - Managing and leading teams

February 19	President's Day (NO CLASS)
February 21	Case – “The Overhead Reduction Task Force”
Assignments	R - “Managing A Task Force”

Week 8 - Focus on managing

February 26	Exercising Influence and Power
Assignments	Read Robbins & Hunsaker, Chapters 9-11, 14 & 15 Read Levy Shankman et al., Chapter 20 R - “What It Really Means to Manage” R - “Power Dynamics in Organizations” Case - “Jeffrey Smith”
February 28	Sharing Power and Mutual Influence
Assignments	Read Robbins & Hunsaker, Chapter 20 Read Patterson et al., Chapters 1-5 R - “Enhancing Power Through Mutual Influence” R – “Taking the Stress Out of Stressful Conversations” Case - “Jensen Shoes: Lyndon Brooks’ Story” Case - “Jensen Shoes: Jane Kravitz’s Story”

Week 9 - Focus on sharing power

March 5	ELC – JKP 301 (Popovich Hall): Common Currency
March 7	NO CLASS - Midterm Paper Due

Week 10 - Spring break: March 11-17

Week 11 - Leading From Your Strengths / Persuasion

March 19	Leading from Your Strengths Take Clifton/Gallup StrengthsFinder and bring report to class
March 21	Understanding the Power of Persuasion Cialdini on Persuasion (video in class)
Assignments	Read Robbins & Hunsaker, Chapter 12-13 Read Patterson et al., Chapters 6-8

R – “The Necessary Art of Persuasion”
R – “Influence Tactics”
R – “Building Coalitions”

Week 12 - Focus on managing without authority

March 26 JFF ELC (Fertitta Hall): Position Power Play
March 28 **Guest Speaker**

Week 12 - Managing Performance

April 2 Case – “Jack Thomas”
Assignments R – “Managing Performance”
R - “Building Effective One-On-One Work Relationships”
April 4 Team meetings/Team time

Week 13 - Managing Up

April 9 Managing Up
Assignments R - “Enhancing Power Through Mutual Influence”
R - “Managing Your Boss”
R - “The Fundamentals of Managing Up”
Case - “Thomas Green”
April 11 In Class Activity

Week 14 - Building networks

April 16 Building Networks
Assignments R - “Managerial Networks”
Video (in class) “Building Personal Networks”
Network Assessment Exercise (in class)
April 18 Leading with Your Strengths
Leveraging Your Social Capital

Week 15 - Building social capital

April 23 Team project presentations

April 25	Team project presentations
April 30	Final paper due Turn in online & a hard copy to HOH 430 by 12 noon

May 2 - Final exam period (4:30 – 6:30 pm) - ELC Activity

The University now requires that every class have a final exam scheduled during the exam period. This activity will give you the opportunity to apply what you have learned throughout the course.

ASSIGNMENTS

Case Preparation for Class

You are expected to have read the case, thought about your response to the questions, and done some analytical thinking about the case in order to be prepared to actively engage in a discussion of the case. Don't just state your opinion of the case - think through the relationships and what are the motivating behaviors that lead to the consequences in the case. Be prepared to support your opinion. In some cases, you may want to discuss a managerial approach; in others a problem-solving approach; and, in others a developmental or learning approach. There will be cases that could be handled with a number of different approaches.

If students do not come prepared to class to actively engage in case discussions, I may choose to assign groups of students to prepare a more thorough case analysis to present to the class to start the discussion. This would become an additional graded assignment.

Written Case Memos (4 are required to be turned in)

A case memo should be an analysis and evaluation of what you believe is going on in the case using the questions as guidance and applying course content. Questions to guide your analysis will be given to you for each case. These questions should be answered, but you may want to go outside these boundaries for your analysis if you discover issues in the case not covered by the questions. When doing case analyses, avoid only using your opinion on the case and its outcomes. Be analytical, showing the relationship between different aspects of the case. Where appropriate use the reading material to assist you in your analysis, diagnoses, and recommendations, applying conceptual frameworks to your analysis where they are helpful for understanding and problem-solving. You should feel free to utilize the USC-CT framework to guide your analysis (review the videos located on <http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>).

Memos should be no more than 3 pages, double-spaced and submitted on TurnItIn on Blackboard before class begins. I will read these notes and return them to you with brief comments. Your notes will be evaluated on a five-point scale (not 10): 1 = little or no effort; 2 = minimal effort and descriptive/no analysis; 3 = adequate and accurate identification of key issues and use of course material; 4 = solid diagnosis and consistent recommendations, well-supported with course material; 5 = exceptional and insightful analysis/diagnosis, goes beyond case questions and excellent use of course material. Because we will discuss the cases each day

as they are scheduled, late case notes cannot be accepted. **You are required to submit only 4 case memos from the 11 cases we will discuss.** I strongly suggest that you do not wait and use the last four cases of the semester since I am reserving the right to replace some cases with guest speakers TBD.

Journal Assignments

You will be given a composition book journal in which to complete at least 5 reflection assignments throughout the semester. Prompts for journal assignments will be posted on Blackboard in Assignments throughout the semester. Journal entries should be at least 500 words and must be hand-written in the composition book and submitted by the due date noted on Blackboard. The entries will be scored on a 10-pt scale based on thoughtful, convincing, insightful, and exploratory writing and reflection, a strong connection between the experience and the learning or insights gained, and the use of concrete detail and narrative accounts that convey an understanding of the experience and its importance to you. The journal assignments provide an ongoing opportunity to reflect on your personal development throughout the course. They may provide substance that can be incorporated in your midterm and/or final paper.

Midterm Paper

For your midterm assignment, you will write a personal academic paper that documents your (continuing) development into an effective manager and leader. Consider all of the assignments, readings, lectures, activities, and discussions you have taken part in this semester thus far and use this essay as an opportunity to reflect on your past experiences and personal history. How has where you've been influenced where you are and where you are going? What do you expect to accomplish and how? How will you make a difference in your world - in curricular, co-curricular and professional endeavors? You may also briefly explore your future goals and plans to further your development to improve your strengths and address your weaknesses in order to pursue a rewarding and meaningful future (but less than 1.5 pages).

Because this paper is a personal reflection, you have a considerable amount of freedom in choosing what will go in it. However, make sure to begin the paper has a clear introduction and thesis and you apply course material where relevant. The body of the essay should be well-structured, and you should wrap things up with a satisfying conclusion. Spelling, punctuation, grammar, usage, or sentence errors that detract from your reader's ability to understand your message will warrant deductions. A suggested outline and grading guidelines (i.e. rubric) will be posted on Blackboard.

The paper should be 8-10 pages, double-spaced with one-inch margins. You should include a copy of your self-awareness summary from Chapter 2 in the Robbins & Hunsaker text as an appendix (it does not count in the 8-10 pages). You should apply and cite those articles and readings that relate to your own personal journey and learning including them in a references page following APA guidelines.

Final Individual Paper (Final Exam)

The purpose of this final paper is to integrate your learning and experience this semester in the area of interpersonal skills, influence and power and in team performance. Your paper should address three major areas:

- Self-assessment. Combining, summarizing, and analyzing your self-assessment data and profiles, develop a description of your understanding of yourself in regards to interpersonal influence, team contribution, collaboration, leadership, and managerial capabilities (use your first short profile summary as the beginning of this section and include in an appendix). Discuss your personal goals for the semester, what you did to achieve those goals, how successful you were in achieving your goals, and what new goals you will set for yourself for the future. Be analytical and insightful about yourself, your capabilities and potential limitations, and on-going needs for personal and professional development. (2-3 pages)
- Assess your team experience. How effective was your team in terms of outcomes as well as internal process? Discuss the dynamics of your group from formation, through early development and planning, to implementation and performance. What influence patterns did you observe within your team? How did influence patterns affect the performance of the team? How could the team have been more effective? Discuss various aspects of the team – for example, membership, participation, influence dynamics and leadership, communication, roles, problem solving, motivation, decision-making, etc. (2-3 pages)
- In discussing both your team and yourself, what key concepts, skills, approaches to interpersonal competence and influence were most useful to you? What do you feel is most useful to you either personally or professionally? Why? (Applied throughout)
- In your summary, list, and briefly discuss, your personal goals in the area of interpersonal influence for the future, why you have selected these goals, and how you intend to achieve them. Briefly discuss your relationship with your partner and your support for one another in achieving your personal goals. (2-3 pages)

You should be able to complete this assignment in 7-8 (double-spaced) pages. Attach personal data summaries as an appendix. (Do not attach the instruments, just summaries.) The same style guidelines from the midterm paper apply to the final paper. This paper is due by noon on Monday, April 30th. Submit on Blackboard AND turn in a hard copy to HOH 430.

Team Project

Each team will plan, conduct, and assess a short community service project during the semester. A “service-learning” project connects the course with the external environment in a purposeful and meaningful way. The purpose is to practice what you have learned about influence and team behavior by engaging with an external group where the teams provide some desired service to the groups, agencies, or individuals. You are expected to go out and put your skills to work to help a group or agency achieve their goals as you are further developing your own skills and abilities to effect positive change.

There are four objectives of this project assignment:

- To conduct an active-learning project that benefits someone else in the community.
- To engage in a service-learning opportunity where course content is connected to an external service project.

- To experience a “mutual influence” situation and be aware of the leadership implications of the experience.
- To assess the team development aspects of doing a project together that benefits someone else as well as the team.

Assignment: Each team will select a community client to work with and work collaboratively to plan and deliver a significant project/experience/service to that constituent or constituent group that satisfies the client needs/objectives. The team will plan, manage, execute and reflect together on the experience and present the project experience to the class during the last sessions of the course. The paper and presentation will include two components:

- A description of the client, the project, and project outcomes. Include a description of the impact of the project on the client organization or individuals.
- An analysis of the impact of the experience on the team and learning gained from the experience as a team.

Deliverables:

(1) A brief project proposal is due by February 28th. A project proposal will include a brief description of the project, the name of the organization, contact person, goals and objectives of project, potential impact, draft plan and timeline (as best you can), and any other relevant information the team determines important. This should be 1-2 pages max and include the team name and names of all team members. The proposal should be submitted on TurnItIn on Blackboard. I will review the proposals and provide feedback. Teams will be encouraged to check in with me briefly at least once either in class or office hours to make sure we are meeting the objectives of the project.

(2) The team project paper should be no more than ten, double-spaced pages, and the presentation no more than 15 minutes. Integrate your team experience (i.e. roles, process, effectiveness, etc.) during the semester (including your team profile) into this final presentation. One half of the paper should describe the project planning and execution, and the other half should describe and evaluate the impact on the team and team development over the semester. Please use headings to organize your paper.

(3) A team presentation to the class is scheduled during the last two weeks of the semester. Teams will sign up for a time slot. Presentations are to be no longer than 15 minutes and should be engaging and creative as well as informative. You are encouraged to incorporate photos, audio or video into your presentation but you do need to get approval from the client.

Some guidelines: To be effective as an experiential learning activity, projects must fulfill three process objectives as well as performance objectives:

- Reflection: Learning doesn’t necessarily take place without active reflection on the experience and the potential lessons learned (similar to debriefing sessions in the ELC).
- Reciprocity: The needs being served of the community participants are defined by the agency or group themselves. Through mutual responsibility and influence, both parties gain.

- Learning in context: The context for learning may be different from a typical work or professional context, but leadership and influence can be learned through engaging in different types of contexts. Therefore, it is important to approach this task as “learners” rather than as “experts.”

Note on Resources: The Volunteer Center on campus is often helpful to assist teams in finding a community agency with which to work if the team, itself, does not have access to an appropriate site or agency. Students have also assisted organizations - on and off campus - that they are already involved with or have networked with classmates to find suitable groups or organizations.

USC has a long tradition of working successfully in the local community. A few years ago, USC was recognized as the “University of the Year” for its active work within the local community. There are over 350 service programs operating under the Civic and Community Relations unit on campus. The Marshall School also has a history of community involvement. The Leadership Institute under the direction of Warren Bennis, offered a multidisciplinary leadership development program (Presidential Fellows Program) for graduate students (including business students) that had at its central design feature, a self-designed community-service project, where leadership could be learned through engagement with the community. There are other community involvement efforts initiated by Marshall students, both at the undergraduate level as well as the graduate level.

Business students tend to be very effective applying their business skills and approaches to other organizational problems and in return learn about others in the community who have much different experiences and needs.

COURSE POLICIES

Blackboard

Please make sure you can access this course in Blackboard and retrieve the course syllabus and other course materials electronically. You should check Blackboard regularly for announcements and new materials. In the event of an emergency, the ability to access Blackboard will be crucial. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

USC Marshall Critical Thinking Initiative

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills in order to be more successful problem solvers in class and in the workplace. This means that you will engage in a variety of learning activities in your courses which are aimed at developing and applying your critical thinking skills in a disciplined manner so that you can outperform others to get your desired job and to further excel in your career. Your ability to think critically is an important part of the evaluation/grading process in this course. The centerpiece of Marshall's critical thinking knowledge is a website that contains instructional materials and videos. We utilize these resources to prepare you to do the case analysis assignments as noted in Course Materials. Website:

<http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>

Student Support

The Office of Disability Services and Programs (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. Any student 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 GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Discrimination, sexual assault, and harassment are not tolerated by the University. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://dps.usc.edu/contact/report/>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. *Relationship and Sexual Violence Prevention and Services* (RSVP) <https://engemannshc.usc.edu/rsvp/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/reporting-options/> describes reporting options and other resources.

Student Support Resources

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 – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. REMEMBER originality is evaluated when you submit an assignment on TurnItIn. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Add/Drop Process

In compliance with USC and Marshall's policies, classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. You may be dropped from the class if you do not attend the first two sessions.

Retention of Graded Coursework

Final exams and all other graded papers not returned to the students will be kept for one year after the end of the spring semester. I recommend that you keep returned work in a folder or other safe place in the event you need to reference it.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.