

USC Marshall School of Business

BUAD 306 Tuesday and Thursday Sessions (14786R, 14787R, 14788R, 14789R) Spring 2022

This course is co-taught by Professors Zhang and Callahan. Prof. Zhang teaches the first half of the course (weeks 1-8) and Prof. Callahan teaches the second half of the course (weeks 9-finals). The teaching assistants will be available during the entire semester. All our sections are hybrid: we have one class meeting per week and one asynchronous lesson per week.

14786R, Tuesday 2:00-3:50pm PDT

14787R, Tuesday 4:00-5:50pm PDT

14788R, Thursday 4:00-5:50pm PDT

14789R, Thursday 6:00-7:50pm PDT

Professor: Miao Ben Zhang

Zoom Link: <https://tinyurl.com/BUAD306Zhang>

Office Hours: 3:00pm – 5:00pm, Wednesday

Email: miao.zhang@marshall.usc.edu

Ty Callahan

<https://usc.zoom.us/my/tycallahan>

TBA and posted on Blackboard

twcallah@marshall.usc.edu

Course Administrator

Marc Choueiti, buad306@marshall.usc.edu

TAs: Please see Blackboard

TA Office Hours: Via Zoom, please see Blackboard announcements.

TA Slack Channel: Details TBA, please see Blackboard announcements.

Course Description

BUAD 306 is a fundamentals course in business finance. Finance is a way of thinking about and analyzing economic problems that involve uncertainty over time. This course provides an introductory framework of how financiers think, how they break down components of a financial problem, and how they make decisions as investors and corporations in financial markets. By the end of the semester, you will know and use financial vocabulary, financial theory, and financial analysis to solve financial problems, value assets, assess financial risk, make financial decisions and evaluate corporate financial strategy.

Learning Objectives

Through lecture, case analysis, worked samples, and application of financial formulas and functions, you will be able to:

1. Describe types and features of common financial assets.
2. Summarize the efficient market hypothesis and describe its relevance.
3. Explain the concept and apply the formulas related to the time value of money.
4. Apply DCF valuation in a range of contexts.
5. Interpret, apply, and use accounting statements in financial analysis.
6. Explain and apply capital budgeting criteria.
7. Explain and apply a modern risk-return framework.
8. Calculate costs of capital.
9. Explain and analyze key corporate financial policies and tradeoffs.

Required Materials

The required textbook is *Fundamentals of Corporate Finance*, 12th Edition by Ross, Westerfield and Jordan, McGraw-Hill Education, New York, NY, 2019.

Prerequisites and/or Recommended Preparation:

Business microeconomics (BUAD 351 or ECON 351x) is a prerequisite. A prior class in financial accounting (e.g., ACCT 410x, BUAD 280, or BUAD 305) is not a formal prerequisite, but is **highly recommended**. A prior or concurrent class in statistics (e.g., AP Statistics, BUAD 310, or BUAD 312) is not a formal prerequisite, but is **highly recommended**. A prior or concurrent class in macroeconomics (e.g., AP Macroeconomics, ECON 205, BUAD 352, or ECON 352x) is **recommended**.

Course Notes:

Additional course materials are accessed via Blackboard (blackboard.usc.edu).

Grading Summary

The final grade has five components:

Assessment	% of Grade
Weekly Assignments	22%
Weekly In-Class Quizzes	12%
Midterm	33%
Final	33%
Total:	100%

Three items are considered when assigning final grades:

1. Your score as a percentage of the available points for all assessments (the points you receive divided by the number of points possible).
2. Your overall average percentage score within the class. (Individual components may be normalized before aggregating.)
3. Your ranking among all students in the class.

Your grade will not be based on a mandated target but on your performance. The mean grade for this class is expected to be about a B+. Typically, about one third of the students will receive an A or A-. About one half of the students will receive a B+, B or B-. The remaining one sixth of the students will receive a C+ or lower.

Grading Details and Assignments

1. **Exams.** Details regarding the testing protocol and allowed materials will be provided.

Exam Absence Policy: Students are required to take all quizzes and exams during the arranged administration period, with appropriate flexibility given for time zone accommodation and religious observance. If you are not able to take the quizzes and exams on the dates specified in the schedule, you should not take this class.

There will be no make-up exams. However, there are legitimate reasons for missing an exam. If you provide documentation of serious medical problems or crime incidents for missing the midterm, your exam score will be based on a comprehensive final exam. The final is required. If you miss the final you will be given a score of zero unless a mark of INCOMPLETE is warranted, in which case you will take the final at a later date to remove the INCOMPLETE.

2. **Quizzes.** Short (e.g., 8-minute) quizzes will be given at the end of most in-person (i.e., synchronous) class sessions. There will be approximately 10 quizzes during the semester. There are no make-up quizzes. If you miss class, you will miss the quiz. Your lowest two quiz scores will be dropped and the remaining scores will be used for the quiz portion of the final grade.

3. **Assignments.** There will be assignments posted to Blackboard during the course. Assignments are assessed on a C/NC basis on the due date. Assignments are designed as part of the asynchronous learning and to provide practice material during the course. Answers to the homework will be posted online for students to evaluate their performance.

Assignment Submission Policy: Assignments must be turned in on the due date/time electronically via Blackboard. (Asynchronous assignments are typically due by the start of our in-person class session each week. Completion of asynchronous video assignments is automatically logged in Blackboard.) Any assignment turned in late will not receive full credit. If you have connectivity issues please contact your instructor or TA as soon as possible. Late or not, you are expected to complete all required assignments to pass this course. Late assignments will nominally receive 50% credit.

4. **Practice Problems:** Practice problems will not be graded. They are designed as part of the asynchronous learning and to provide practice material during the course. Answers to the problems will be posted online for students to evaluate their performance.

COURSE CALENDAR (also available on Blackboard)

Date	Topic	Activity
Week 1 Jan 11, 13 Synchronous	Welcome and Introduction Introduction to Financial Assets and Markets: Bond Features, Bond Types, Bond Markets, Stock Features, Stock Types, Stock Markets, other Financial Markets, Efficient Markets Theory	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 1 Asynchronous	<ul style="list-style-type: none"> • Financial Assets and Financial Markets Overview • Efficient Markets Theory • Time Value of Money 	<ul style="list-style-type: none"> • read RWJ chapter sections 7.2-7.5, 8.2-8.3, 12.6 (32 pages) • read RWJ chapter 5 (25 pages) • watch videos and do exercises posted on Blackboard
Week 2 Jan 18, 20 Synchronous	Time Value of Money 1: Discount Rates, Present Value, Future Value, Solving for Time and Discount Rate, Compounding and Compounding Periods	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 2 Asynchronous	<ul style="list-style-type: none"> • Time Value of Money • Discounted Cash Flow Valuation 	<ul style="list-style-type: none"> • read RWJ chapters 6 (34 pages) • watch videos and do exercises posted on Blackboard
Week 3 Jan 25, 27 Synchronous	Time Value of Money 2: Annuity and Perpetuity Formulas, Growing Annuity and Perpetuity Formulas, Amortization, EAR vs APR	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 3 Asynchronous	<ul style="list-style-type: none"> • Bond Valuation including Term Structure of Interest Rates • Stock Valuation 	<ul style="list-style-type: none"> • read RWJ sections 7.1, 7.6-7.7 and 8.1 (28 pages)

		<ul style="list-style-type: none"> • watch videos and do exercises posted on Blackboard
Week 4 Feb 1, 3 Synchronous	Valuing Bonds and Stocks: Zero Coupon Bond Valuation, Coupon Bond Valuation, Bond Price Dynamics and Concept of Duration, Zero Growth Stock Valuation, Gordon Growth Model, Preferred Stock Valuation. Advanced Topics: Term Structure of Interest Rates including Yield Curve, Fisher Equation, Spot Rates, Forward Rates	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 4 Asynchronous	<ul style="list-style-type: none"> • Investment Criteria and Project Cash Flows 	<ul style="list-style-type: none"> • read RWJ sections 9.1, 9.5-9.8, 10.1-10.2 (30 pages) • watch videos and do exercises posted on Blackboard
Week 5 Feb 8, 10 Synchronous	Capital Budgeting Decision Criteria: NPV, IRR, MIRR, Profitability Index, Incremental Cash Flows	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 5 Asynchronous	<ul style="list-style-type: none"> • Financial Statement Review • Working with Financial Statements 	<ul style="list-style-type: none"> • read RWJ chapters 2 and 3 (50 pages) • watch videos and do exercises posted on Blackboard
Week 6 Feb 15, 17 Synchronous	Using Financial Statements for Valuation: Cash Flow vs Net Income, Financial Statement Analysis, Common-size Financial Statements, Financial Ratios, Multiples Valuation	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 6 Asynchronous	<ul style="list-style-type: none"> • Pro Forma Financial Statements • Cash Flows for Project and Firm Valuation 	<ul style="list-style-type: none"> • read RWJ sections 4.2-4.3 10.3, 10.6-10.7 (20 pages) • watch videos and do exercises posted on Blackboard
Week 7 Feb 22, 24 Synchronous	Using Financial Statements to Estimate Project and Firm Cash Flows: Pro Forma Financial Statements, Cash Flow to Assets, Cash Flow to Equity, Projects with Unequal Lives Midterm Review	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 7 Asynchronous	Midterm Preparation	<ul style="list-style-type: none"> • attend (optional) Zoom session • study for midterm
Week 8 Mar 1, 3 Synchronous	Midterm Exam	
Week 8 Asynchronous	<ul style="list-style-type: none"> • Capital Market History • Mean-Variance Framework 	<ul style="list-style-type: none"> • read RWJ sections 12.1-12.5 and sections 13.1-13.3 (34 pages) • watch videos and do exercises posted on Blackboard
Week 9 Mar 8, 10 Synchronous	Capital Market History and Mean-Variance Framework: Historical Record of Returns, Realized Returns, Average Returns, Expected Returns, Excess Returns, Variability and Standard Deviation of Returns. Individual Securities vs Portfolios. Introduction to Diversification.	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard

Week 9 Asynchronous	<ul style="list-style-type: none"> • Systematic and Unsystematic Risk • Beta, CAPM and the SML • Risk and the Cost of Capital 	<ul style="list-style-type: none"> • read RWJ sections 13.4-13.9 (18 pages) • watch videos and do exercises posted on Blackboard
Week 10 Mar 22, 24 Synchronous	Risk Decomposition and the Capital Asset Pricing Model: Portfolio Weights and Returns, Diversification, Systematic vs Unsystematic Risk, Beta, Portfolio Beta, Security Market Line, Reward to Risk Ratios (Sharpe Ratio, Treynor Ratio), Capital Asset Pricing Model (CAPM)	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 10 Asynchronous	<ul style="list-style-type: none"> • Cost of Capital 	<ul style="list-style-type: none"> • read RWJ Chapter 14 and sections 16.1-16.3 (32 pages) • watch videos and do exercises posted on Blackboard
Week 11 Mar 29, 31 Synchronous	Weighted-Average Cost of Capital and Financial Leverage: Debt Cost of Capital, Default and Credit Risk, Bond Ratings. Equity Cost of Capital Using CAPM. WACC, Divisional and Project Costs of Capital, Financial Leverage Impacts on Cost of Debt, Equity and WACC	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 11 Asynchronous	<ul style="list-style-type: none"> • Corporate Governance 	<ul style="list-style-type: none"> • read RWJ sections 1.1, 1.3-1.6 (10 pages) and articles posted on Blackboard • watch videos and do exercises posted on Blackboard
Week 12 Apr 5, 7 Synchronous	Corporate Governance: Corporate Governance Structure, Principal-Agent Problems, Incentives, Best Practices in Corporate Governance	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 12 Asynchronous	<ul style="list-style-type: none"> • Financial Planning and External Financing Needs 	<ul style="list-style-type: none"> • read RWJ sections 4.1, 4.4, 18.2 (19 pages) • watch videos and do exercises posted on Blackboard
Week 13 Apr 12, 14 Synchronous	Financial Planning and EFN: External Funds Needed, Cash Conversion Cycle, Internal and Sustainable Growth Rates	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 13 Asynchronous	<ul style="list-style-type: none"> • Capital Structure Policy 	<ul style="list-style-type: none"> • read RWJ sections 16.4-16.11 (25 pages) • watch videos and do exercises posted on Blackboard
Week 14 Apr 19, 21 Synchronous	Capital Structure Policy: M&M Capital Structure Propositions I&II with and without Corporate Taxes, Bankruptcy Costs, Optimal Capital Structure, Bankruptcy Liquidation versus Reorganization.	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard

Week 14 Asynchronous	• Dividends and Payout Policy	<ul style="list-style-type: none"> • read RWJ chapter 17 (28 pages) • watch videos and do exercises posted on Blackboard
Week 15 Apr 26, 28 Synchronous	Dividends and Payout Policy: Cash dividends, Stock Repurchases, High vs Low Payouts - Pros and Cons	<ul style="list-style-type: none"> • attend class and participate • complete any follow-up exercises posted on Blackboard
Week 15 Asynchronous	Final Exam Preparation	<ul style="list-style-type: none"> • attend (optional) Zoom review session • study for final
Finals Week	Final Exam	<ul style="list-style-type: none"> • day/time as designated by official university schedule: https://classes.usc.edu/term-20221/finals/ 14786R, T 2:00-3:50pm: final exam is <i>Thursday, May 5, 2-4pm</i> 14787R, T 4:00-5:50pm: final exam is <i>Tuesday, May 10, 4:30-6:30pm</i> 14788R, Th 4:00-5:50pm: final exam is <i>Thursday, May 5, 4:30-6:30pm</i> 14789R, Th 6:00-7:50pm: final exam is <i>Thursday, May 5, 7-9pm</i>

Please note: The date of the Final Exam is determined by the University. For the date of the final for this class, consult the USC *Schedule of Classes* at www.usc.edu/soc. Select the corresponding semester to view and click on the “Final Examinations Schedule” link on the left side of the screen.

ADDITIONAL INFORMATION

Teaching Assistants

The teaching assistants are listed on the Blackboard. The TAs will hold regular office hours and can answer questions on the material during office hours or via email.

Marshall Academic Resources

The Marshall Office of Undergraduate Advising & Student Affairs offers free Core Review Sessions, along with additional “Cracking the Core” workshops, as a supplement to classroom instruction. Marshall Peer Academic Leaders (PALs) assist students in understanding and clarifying difficult concepts covered in class that week, but core review sessions are effective only if students regularly attend class and actively engage in the process of thinking critically about the course content. Marshall Academic Resources are available for core courses that are traditionally challenging in the business major curriculum. For more information, please visit the Marshall Undergrad Advising and Student Affairs website <http://students.marshall.usc.edu/undergrad/advising/>.

Add/Drop Process

BUAD 306 is open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. The instructor is not required to notify the student that s/he is being dropped.

There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

Technology Requirements

This class uses a range of technologies including in-person instruction, online synchronous and asynchronous lectures, online and in-person assessments, and so forth. You will need up-to-date hardware and software as specified below for access to the internet, using Zoom, and accessing Blackboard.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- A working video camera with microphone for use on Zoom;
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive or Google Drive cloud storage.

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

A financial calculator is not required but may be useful. Some popular models include: Texas Instruments BA II Plus, HP BII+, HP 12C, HP 17BII+. There are good financial calculator emulators available for smartphones.

Minimal Technical Skills Needed

Minimal technical skills are needed in this course. Most asynchronous course work will be completed and submitted in Blackboard and synchronous sessions will be held on Zoom. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

- Organize and save electronic files;
- Use USC email and attached files;
- Check email and Blackboard daily;
- Download and upload documents;
- Locate information with a browser; and
- Use Blackboard.
- Use Zoom with a working video camera

Class Conduct/Netiquette

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- Virtual background respectfully professional
- Display both your first and last name during video conferencing and synchronous class meetings.
- Respectfully minimize distractions with muting and video off when moving around
- Disagree respectfully
- Respectfully pay attention to classmates
- Begin emails with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. BUAD306) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable. You are practicing for your role as a business leader.
- Re-Read, think, and edit your message before you click "Send/Submit/Post." As a check, consider whether you would be comfortable with your email or post or text being widely distributed on the Internet.

USC Statement on Academic Conduct and Support Systems

Academic Conduct:

USC seeks to maintain an optimal learning environment. General principles of academic honesty include 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 (plagiarism).

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" 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, policy.usc.edu/scientific-misconduct.

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.

Support Systems:

Counseling and Mental Health - (213) 740-9355– 24/7 on call

<https://studenthealth.usc.edu/counseling/>

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

<https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

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

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

https://usc-advocate.symplicity.com/care_report/

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

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Student Accessibility Services (<https://osas.usc.edu/>). OSAS 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 the Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as

possible. OSAS 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 OSAS is (213) 740-0776. Email: ability@usc.edu.

USC Campus Support and Intervention - (213) 821-4710

<https://uscsa.usc.edu/>

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

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Appendix:

Undergraduate Program Learning Goals and Objectives (last update 12/21/17)

Learning goal 1: Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.

- Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies
- Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
- Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world
- Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
- Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.

- Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.
- Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
- Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

Learning Goal 3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.

- Students will identify and assess diverse personal and organizational communication goals and audience information needs
- Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
- Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.

- Students will recognize ethical challenges in business situations and assess appropriate courses of action
- Students will understand professional codes of conduct

Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace.

- Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world
- Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.

- Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
- Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
- Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
- Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices

**Appendix:
Participation
Behavioral Anchor Rating Scale**

Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in simulations and class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

Good Performance

- Regularly participates in discussions
- Shares relevant information
- Gives feedback to classroom discussions
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze / apply course material
- Demonstrates willingness to attempt to answer questions

Fair / Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Poor Performance

- Occasional input, often irrelevant, unrelated to topic
- Reluctant to share information
- Not following the flow of ideas
- Personal applications only
- Drains energy from the class

Unacceptable Performance

- Fails to participate even when specifically asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion

Appendix: Blackboard How to get up and running

This User Guide is designed to help you do the minimum to continue teaching during a disaster. This is not intended to be a long-term solution. At a minimum you need to be able to interact with students and collect work.

In the event of a major disaster, the university will switch to the Disaster Response/Recovery systems. This change should not impact Blackboard as it has been tested on a regular basis and the switch over requires no downtime. Blackboard DOES require authentication through Shibboleth which is a top priority of ITS to get up and running during a disaster. Blackboard support will be available, but all instructors should be familiar with the basics as many people will be trying to get support during this time and you may experience delays.

Below is information to help you with doing the minimum during a disaster to continue teaching at USC. Additional information is also available in the Blackboard_Best_Practices course which you are enrolled in through Blackboard.

Where to go: www.blackboard.usc.edu

How to sign in: Use USC netID and password (USC netID is used with WorkDay or GRS)

How to make course available to students: Done in Blackboard, using Qwickly or Course Menu Through Qwickly:

- Click Home Tab -> Tool Panel (left side of screen) -> Qwickly (Faculty/TAs)
- Click Course Availability
- Click On/Off button next to course (On – Available to students)

Through Course:

- Click Home Tab -> Course ID
- Click Customization (on left towards the bottom of the menu) -> Properties
- Scroll down to SET AVAILABILITY and change “Make Course Available” to “Yes”

- Click “Submit”

Communicating with Students within the Course: Email and Announcements

Emailing from Course

- Click Course Tools (left side of screen) -> Send Email -> Click Recipient Group to send to
- Follow on screen instructions to compose email.
- Click “Submit”

Creating Announcements in Course

- Click on “Announcements” (left side of screen) -> click “Create Announcement”
- Fill in Subject and Message of announcement
- Set announcement options (duration, course link, etc.)
- Click “Submit”

Creating a Discussion Board

- From Course Home Page -> click “Assignments” (left side menu)
- Click “Tools” -> “Discussion Board”
- Select “Link to Discussion Board Page” or “Select Discussion Board Forum” (select discussion board)
- Click “Next”
- Fill in information and click “Submit”

Creating an Assignment

- From Course Home Page -> click “Assignments” (left side menu)
- Click “Assessments” -> “Assignment”
- Fill in information on page (make sure to enter points and to make available)
- Click “Submit”

Blackboard Support Contacts

- Blackboard Help Line – 24/7/365 – 213.740.5555 option 2
- Blackboard Support – blackbord@usc.edu
- Faculty Book a Callback – <https://uscbhelp.youcanbook.me/>
- Reset Password – <http://itservices.usc.edu/usnetid/>

Blackboard in a Short-Term Emergency Updated 10/31/18