

USC Marshall School of Business

ECON 352x – Macroeconomics for Business

Professor: Diego Daruich
Office: HOH 202
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Class Lectures: Monday 10:00-11:50AM (Section 26363)
Monday 12:00-1:50PM (Section 26372)

Class Room: JFF LL125

Office Hours: Friday 10:00AM-12:00PM at HOH-202
Extra office hours will be provided before all midterms and final

Slack Channel: spring22-econ-352-##### (where ##### is the section number)

Teaching Assistants:

1. Arman Bailan	Office hours: Thursday 2:00-4:00PM. Email: aabalian@usc.edu
2. Javier Osorio	Office hours: Tuesday 12:00-2:00PM. Email: josorio@usc.edu
3. Karla Sifuentes	Office hours: Wednesday 10:00AM-12:00PM. Email: ksifuent@usc.edu

Course Administrator: Marc Choueiti Email: econ352@marshall.usc.edu
Phone: 213-821-0915.

Marc will be your point of contact for all administrative aspects of this course. Email Marc with questions related to accessing or navigating aspects of Blackboard and the material therein, OSAS Accommodations and exam requests, or other logistical issues dealing with, for example, a final exam conflict or a missing score on Blackboard. Marc will be working behind the scenes as well, helping sections operate smoothly in addition to tracking course related information. Marc may help direct you to course information that you are seeking, but as the Course Administrator he will not be a source for clarification or guidance on any subject matter in ECON 352.

Course Description

Making sound business and economic decisions requires the knowledge of the economic environment in which firms operate. This course will help you understand how economies function, both in the national and international contexts, and how the functioning of the macroeconomy affects individual businesses. Such an understanding will help business enterprises make informed hiring and investment decisions. Economics is one of the foundations for other functional areas within business, such as Finance and Marketing, and understanding economic concepts will help you understand the problems covered in these fields.

The course will focus on macroeconomic issues such as long run economic growth, inflation, unemployment, monetary and fiscal policy, short run fluctuations of the economy, savings and investment in the open economy, and exchange rate determination. The emphasis of the course will be in relating these concepts to business operations. Although we start with typical macroeconomic tools, they will be applied to better understand the significance of the macroeconomy for business activities.

Learning Objectives

The goal of this course is to enable us to make informed judgments about whether the economic environment of a country makes it a good place to do business and how to adjust business decisions including hiring and investment in a changing economic environment. At the end of the course we will be able to:

1. Apply graphical and algebraic tools to analyze various economic models and address economic questions that are relevant for business.
2. Apply the basic demand and supply model to calculate equilibrium wage rates, employment, interest rates and investment in the economy and relate the analysis to individual business decisions.
3. Use the neoclassical growth model to measure and forecast GDP in different economies and the significance of these forecast for business investment.
4. Find sources of macroeconomic data, manipulate them, and understand how they have been behaving historically and how they compare across countries.
5. Understand and critically evaluate news about the macro economy reported in financial press and how they should be included in the process of making business decisions.
6. Be able to evaluate the effects of government policy such as changes in tax rates, or money supply on individuals, firms, and the economy.
7. Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in a professional context.

Required Materials

- **Weekly pre-recorded lectures.** The links to the videos will be available in Blackboard. Students are required to watch the weekly videos before the class meets in the corresponding week.
- **Course readers.** Notes covering the material presented in the weekly videos in more detail. There is a course reader, which will be posted in Blackboard
- Additional material such as problem sets and exercises will be available in Blackboard.

Optional Materials

- **Textbook:** Andrew B. Abel, Ben S. Bernanke, and Dean Croushore, *Macroeconomics*, 10th edition. This could be a useful reading complement covering more extensively the material contained in the Course reader.
- **MyEconLab:** This is an online instructional resource. It is a companion to the book *Macroeconomics* by Abel, Bernanke and Croushore, which is also optional. It could be a useful tool to exercise your knowledge of the material covered in class, in addition to the required exercises and practice questions you will answer in the problem sets.

Prerequisites and/or Recommended Preparation:

- Corequisite ECON 351x
- Recommended Preparation: Introductory economics course, high school math, calculus and algebra.

Course Notes

This is a hybrid course with a combination of asynchronous and synchronous lectures. Each week has asynchronous lectures where students watch the weekly videos prior to the synchronous meeting. Access to the videos will be made available in Blackboard with the indication of the synchronous meeting that will follow the asynchronous material. Additional required material (slides, past exams, etc.) will be available on Blackboard (<http://blackboard.usc.edu>) as pdf documents. They will not be handed out in class. You are responsible for timely download of the material.

Questions

Students are strongly encouraged to ask questions during class and during office hours. We will use Slack for class communication purposes so, if not in class, please ask your questions there. Other students are encouraged to join the conversation there: let us know if you have the same question, provide an answer to the question, or follow the question with a subquestion. I will typically wait for a student to provide an answer before I join the conversation, so that we can have a more fluid group discussion. Please check the syllabus before asking a question that might be answered on the syllabus.

In addition, office hours are times set aside for you to come and get help, so they are especially useful if you are struggling in the course. Many times it is not feasible to give a comprehensive answer to questions sent via Slack. If you submit a question by Slack and I believe that it is not feasible to give a satisfactory answer to that question by Slack, I will ask you to come to my or a TA's office hours.

Practice Problem sets– Problem sets (and answer keys) will be made available regularly on Blackboard. Although they will *not* be graded, they are extremely important in preparation for the exams. Placing effort on the problem sets will increase significantly your performance in the exams. After studying the class material, I suggest attempting to solve the problem sets without looking at your notes or answer keys (to replicate the quiz/exam environment). Make notes of the questions and concepts you had trouble with so that you make sure to review them later. Note that some questions here may be more involved than the ones used in the graded exams and quizzes, but they will be very helpful to make sure you understand the main concepts covered in this course. To underscore the importance of completing the practice problem sets, note that at minimum 1 question in each quiz, midterm, and final will be taken from the problem sets.

Grading Detail

<u>ASSIGNMENTS</u>	<u>% of Grade</u>
First midterm exam	22.0%
Second midterm exam	22.0%
Final Exam	28.0%
Pre-Class Homework (best 8 out of 10)	8.0%
Five quizzes (best 4 out of 5)	20.0%
<u>TOTAL</u>	<u>100.0%</u>

Exams (72%) – The two midterms are not cumulative. Each midterm will test the subject matter covered after the previous exam. For all the exams, you are responsible for the material assigned from the course reader, the asynchronous material delivered by the videos and any subject covered during the synchronous sections. The exams are intended to assess how well students understand the basic ideas and principles. Each exam must be completed in 75 minutes and will only be in person. All the exam questions are either multiple-choice or free response with a numerical answer. You may use a calculator but not a cell phone or any other electronic device. All exams will be administered through Blackboard.

Quizzes (20%) - There will be five quizzes. Your lowest quiz grade will be dropped, so that each remaining quiz corresponds to 5% of your final grade. Similar to exams, all questions are either multiple-choice or free response with a numerical answer. Quizzes will be a good practice in preparation for the exams and will be in similar format as the midterms and final exams. All quizzes will be administered through Blackboard.

Pre-Class Homework (8%) – There will be assignments related to the asynchronous video lectures. This should be done (and submitted) anytime after watching the asynchronous videos and before midnight the day before class. Your lowest two grades will be dropped, so that each remaining pre-class homework corresponds to 1% of your final grade. Similar to exams and quizzes, all questions are either multiple-choice or free response with a numerical answer. All pre-class homework will be administered through Blackboard.

Course Grade - Each course requirement receives a numerical score (from 0 to 100) but not a letter grade. At the end of the semester, I will compute your weighted average semester score (also from zero to 100 points) as follows:

$$\begin{aligned} \text{Semester Score} = & 0.22*\text{First Midterm} + 0.22*\text{Second Midterm} + 0.28*\text{Final Exam} + \\ & 0.05*\text{Best Quiz} + 0.05*\text{Second Best Quiz} + 0.05*\text{Third Best Quiz} + \\ & 0.05*\text{Fourth Best Quiz} + 0.01*\text{Best Homework [HW]} + 0.01*\text{Second} \\ & \text{Best HW} + 0.01*\text{Third Best HW} + 0.01*\text{Fourth Best HW} + 0.01*\text{Fifth} \\ & \text{Best HW} + 0.01*\text{Sixth Best HW} + 0.01*\text{Seventh Best HW} + \\ & 0.01*\text{Eighth Best HW} \end{aligned}$$

The overall semester numerical score in the course is converted into a letter grade at the end of the semester in accordance with the Marshall School guidelines. If a student's overall score is below 40%, the student will receive an F. If the score is between 40% and 49% (inclusive), they will receive a variant of D (D-, D, or D+). Students with scores of 50% or above will receive C-, C, C+, B-, B, B+, A-, or A. There are no strict score thresholds for these grades and they will be assigned based on overall class performance, i.e. the grades above D+ are curved.

There will be no make-up tests - By enrolling in the course you are committing to take the tests on the scheduled dates. If a **quiz** is missed, it receives an automatic zero. If a **midterm** is missed for an approved reason, the weight of the final exam is increased to compensate for the missed midterm. If the **final** exam is missed for an approved reason, we will try to work out a solution. Approval for a missed exams will be **rare**, and only with appropriate written documentation from an authoritative source indicating why the student was unable to appear for the midterm. Normally, only a doctor's certification of a severe medical problem will suffice.

Incomplete Grades - A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other "emergency" that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks). An "emergency" is defined as a serious documented illness, or an unforeseen situation that is beyond the student's control, that prevents a student from completing the semester. Prior to the 11th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student's grade, the instructor is required to fill out an "**Assignment of an Incomplete (IN) and Requirements for Completion**" form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed within the time allowed.

Grade Disputes - All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. A faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found in *SCampus* under University Governance / Academic Policies at <https://policy.usc.edu/scampus-part-c/>.

COURSE CALENDAR

Modules/Weeks	Topic	Assignments	Due Date
MODULE 1: Jan 10-Jan 16 Synchronous meeting January 10	1. Course introduction & math review	<ul style="list-style-type: none"> • Read the syllabus • Read Chapter 1 • Watch lecture in Blackboard for Module #1 	
Jan 17-Jan 23	No videos and no synchronous meeting due to MLK day		
MODULE 2: Jan 24-Jan 30 Synchronous meeting on January 24	2. National accounting; measuring economic activities; nominal and real variables; measuring inflation; macroeconomic data.	<ul style="list-style-type: none"> • Read Chapter 2 • Watch lecture in Blackboard for Module #2 • Answer the pre-class homework questions 	January 23
Quiz # 1 (to be completed by Thursday, January 27)			
MODULE 3: Jan 31-Feb 6 Synchronous meeting on January 31	3. Business production of goods and services.	<ul style="list-style-type: none"> • Read Chapter 3 • Watch lecture in Blackboard for Module #3 • Answer the pre-class homework questions 	January 30
MODULE 4: Feb 7-Feb 13 Synchronous meeting on February 7	4. Growth accounting and the drivers of economic growth	<ul style="list-style-type: none"> • Read Chapter 4 • Watch lecture in Blackboard for Module #4 • Answer the pre-class homework questions 	February 6

Modules/Weeks	Topic	Assignments	Due Date
Quiz # 2 (to be completed by Thursday, February 10)			
1ST MIDTERM Feb 14-Feb 20	<u>First midterm</u> exam on February 14 during synchronous meeting (on all material covered in Modules #1 through #4)		
Feb 21-Feb 28	No videos and no synchronous meeting due to President's day		
MODULE 5: Feb 28-Mar 6 Synchronous meeting on February 28	5. The Solow model	<ul style="list-style-type: none"> • Read Chapter 5 • Watch lecture in Blackboard for Module #5 • Answer the pre-class homework questions 	February 27
MODULE 6: Mar 7-Mar 13 Synchronous meeting on March 7	6. Labor market	<ul style="list-style-type: none"> • Read Chapter 6 • Watch lecture in Blackboard for Module #6 • Answer the pre-class homework questions 	March 6
Quiz # 3 (to be completed by Thursday, March 10)			
Mar 14-Mar 20	No videos and no synchronous meeting due to Spring Recess		
MODULE 7: Mar 21-Mar 27 Synchronous meeting on March 21	7. Consumption and investment	<ul style="list-style-type: none"> • Read Chapter 7 • Watch lecture in Blackboard for Week #7 • Answer the pre-class homework questions 	March 20
MODULE 8: Mar 28-Apr 3 Synchronous meeting on March 28	8. Open economy and the balance of payments	<ul style="list-style-type: none"> • Read Chapter 8 • Watch lecture in Blackboard for Module #8 • Answer the pre-class homework questions 	March 27

Modules/Weeks	Topic	Assignments	Due Date
Quiz # 4 (to be completed by Thursday, March 31)			
2ND MIDTERM Apr 4-Apr 10	<u>Second midterm exam on Apr 4 during synchronous meeting</u> (on all material covered in Modules #5 through #8)		
MODULE 9: Apr 11-Apr 17 Synchronous meeting on April 11	9. Business cycles and the impact on businesses	<ul style="list-style-type: none"> • Read Chapter 9 • Watch lecture in Blackboard for Module #9 • Answer the pre-class homework questions 	April 10
MODULE 10: Apr 18-Apr 24 Synchronous meeting on April 18	10. Money, monetary policy and the Fed	<ul style="list-style-type: none"> • Read Chapter 10 • Watch lecture in Blackboard for Module #10 • Answer the pre-class homework questions 	April 17
MODULE 11: Apr 25-Apr 30 Synchronous meeting on April 25	11. Exchange rate, trade balance and the macroeconomy	<ul style="list-style-type: none"> • Read Chapters 11 and 12 • Watch lecture in Blackboard for Module #11 • Answer the pre-class homework questions 	April 24
Quiz # 5 (to be completed by Thursday, April 28)			
<p>Final exam</p> <p>The final exam is on all material covered during the course Find exam schedule at: https://classes.usc.edu/term-20211/finals/</p>			

ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are 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. 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.

- The last day to drop a class and receive a refund of tuition charges and to avoid a mark of “W” on student record and STARS report, except for Monday-only classes, is January 28, 2022. Last day to drop a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 001 is February 1, 2021.
- The last day to drop a course without a mark of “W” on the transcript only is February 25, 2022. The mark of “W” will still appear on student record and STARS report and tuition charges still apply.
- Last day to drop a class with a mark of “W” for Session 001 is April 8, 2022.

Technology Policy

Laptop and Internet usage is not permitted during on-campus academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. ANY e-devices, other than the one being used for class activities, (cell phones, iPads, laptops, etc.) must be completely turned off during class time. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Technology Requirements

Given the online nature of this course, you will need access to a computer, tablet, or phone that has a reliable internet connection and a webcam. I also recommend using earphones or a headset. Both recorded online lectures and links to live Zoom class meetings will be provided in 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 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.

It is strongly suggested that, during Zoom class sessions, students have a professional virtual background. If your computer does not permit this, consider moving your computer to an area where you will have a wall or screen directly behind you. Other options are purchasing any standing screen or a frame and hanging green screen fabric.

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)
For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).
- **Zoom Video Web Conferencing System** (MarshallTALK)
For assistance using Zoom, go to [Zoom Support Page](#). You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.
- **Marshall Systems** (MyMarshall, Marshall Outlook email)
For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc.edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
 - On a computer or mobile device, go to [MyMarshall Home Page](#) and click the “Help” link on the upper right.
 - Log in using your Marshall username and password.
(If you don’t know your Marshall login please follow the onscreen instructions pertaining to login issues)

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.

Minimal Technical Skills Needed

Minimal technical skills are needed in this course. Announcements will be made through Slack. 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, Slack and Blackboard daily.
- Download and upload documents.
- Locate information with a browser; and
- Use Slack and 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, courtesy, and professionalism in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a requirement. Courtesy and kindness are the norm for those who participate in my class.

Synchronous Sessions

Students must actively participate in all synchronous sessions via computer or laptop, with a webcam and headset/speakers. You are expected to be in a location with a reliable internet connection and without distractions. You need to be able to fully engage at all times. Students are expected to be visually present and to ask thought-provoking questions, offer relevant comments, and answer questions from faculty in a clear and concise manner.

As outlined in the student handbook, there are specific expectations of a student attending class online. When attending, present and act appropriate as if you were in a physical classroom.

Please do:

- Attend class from a quiet area, free of distractions.
- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- If you use a virtual background, please keep it respectfully professional
- Display both your first and last name during video conferencing and Synchronous class meetings.
- Respectfully minimize distractions by muting and or turning video off when moving around
- Engage in appropriate tone and language with instructors or classmates
- Disagree respectfully
- Respectfully pay attention to classmates

Please do not:

- Engage in a simultaneous activity (e.g., using a telephone, reading a book, knitting)
- Interact with persons who are not part of the class
- Leave frequently or not be on camera for extended periods of time

- Have other persons or pets in view of the camera
- Behave in an overtly inattentive manner (looking distracted, not participating)

Asynchronous Activities – Discussion Boards and emails

Our discussion boards are ways 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:

- Engage in appropriate tone and language with instructors or classmates
- Disagree respectfully
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Do not use more than one punctuation mark, this is also considered aggressive!!!!
- Begin communications with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting 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. BUAD101 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:

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.

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 Disability Services and Programs (www.usc.edu/disability). DSP 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 (or to your TA) 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.

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

<https://uscса.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 I

USC Marshall

School of Business

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
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**Marshall Undergraduate Program Goals and Course Learning Objectives Alignment Table
Sample**

Goal	Marshall Program Learning Goal Description Covered in this Course	Emphasis/Relation to Course Objectives	Relevant Course Topics/Assignments
1	<p>Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>. Specifically, students will:</p> <p>1.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>1.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>1.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).</p> <p>1.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	Moderate	The course will present theories and models that can be used to analyze relevant markets. There will be special focus on capital, labor and commodity markets. Many assignments, including the group projects, will analyze these markets.
2	<p>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 <i>so as to anticipate new opportunities in any marketplace</i>. Specifically, students will:</p> <p>2.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>2.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>	High	The central focus of the course will be the analysis of the macroeconomy as a way to gather knowledge that could lead to informed business decision in a global context. An example is the analysis of exchange rate markets and cross-country flows of capital. There will be many assignments related to the global perspective.
3	<p>Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>. Specifically, students will:</p> <p>3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).</p> <p>3.2 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.</p> <p>3.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>3.4 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.</p>	Moderate	The course aims at gathering and using quantitative data as well as analytical tools solve problems that are related to business. Some of the applications used in the course will be purposely aimed at this.
4	<p>Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i>. Specifically, students will:</p> <p>4.1 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p> <p>4.2 Recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., marketing, finance, accounting.</p> <p>4.3 Understand factors that contribute to effective teamwork.</p>	n/a	Not explicitly covered in this course

<p>5</p>	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society</i>. Specifically, students will: 5.1 Understand professional codes of conduct. 5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	<p>n/a</p>	<p>Not explicitly covered in this course</p>
<p>6</p>	<p>Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i>. Specifically, students will: 6.1 Identify and assess diverse personal and organizational communication goals and audience information needs. 6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts. 6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	<p>n/a</p>	<p>Not explicitly covered in this course</p>