

Syllabus - Spring 2024 -	26348R Mon, Wed	9:30am-10:50am	JFF LL125	4 Units
	26350R Mon, Wed	11:00am -12:20pm	JFF LL125	4 Units

Professor: Odilon Câmara
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Office Hours: Mondays 2pm to 3pm (in person, HOH 822)
Tuesdays 2pm to 3pm (online via Zoom, link posted on Blackboard)
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Phone: 213-821-0915

Course Description

The main goal of this course is to show how microeconomic models can be used to guide business decisions. This is a course designed for business majors, with key departures from standard introductory microeconomics courses. We will study the behavior of consumers and firms, and their implications for demand, supply and market equilibrium. We will analyze competitive markets, market failures, and the role of government. To reflect rising concentration in markets we will spend some time on the implications of market power on firm pricing decisions and profits. The course also introduces basic principles of game theory and competitive strategy.

This course is designed to prepare students for future business courses, including finance, marketing, and strategy. The models, methods, and case studies have been selected with a focus on business relevant applications. For example, the economics of consumer choice underlies much of modern marketing strategy, including pricing, segmentation and advertising. The theory of the firm contributes to a sound understanding of cost accounting as well as production decisions. Economic analysis of intertemporal decisions and behavior in a risky environment form the foundation of finance. Finally, the study of market failure and industrial structure is necessary for an understanding of government's role in a market economy and the political environment for business.

More generally, this course provides a rigorous foundation for the study of decision-making problems within firms. The student who successfully completes this course should be able to apply microeconomic analysis to issues of real-world interest within the firm.

Learning Objectives

Upon completion of this course, you will be able to:

1. Apply graphical and algebraic analytical techniques to the analysis of resource allocation through an understanding of economic theories and models.
2. Apply the basic demand-supply market model to goods markets and factor markets by identifying and analyzing the values of equilibrium prices and quantities as determined by market forces.
3. Differentiate and apply different aspects of neoclassical economic theory by examining the dynamics of consumer, firm, and market forces and calculating their impacts.

4. Apply the model of behavior in risky circumstances by calculating expected utility, expected income, and certainty equivalents.
5. Explain the role of game theory in economic models through game-theoretic representations.
6. Explore market power by examining the impact of monopoly and oligopoly on resource allocation.
7. Analyze the impact of various forms of government intervention in markets by calculating the changes in consumer and producer surplus, and deadweight loss.
8. Analyze the impact of asymmetric information on market efficiency through the examples of adverse selection, moral hazard, and financial markets.

Required Materials

We will use the book “Microeconomics for Business,” by Odilon Câmara and Anthony Marino. You can download the pdf from Blackboard (<http://blackboard.usc.edu>). There is no printed version of this book, only the electronic version. This is the most important reading material for this class. Throughout this syllabus, whenever we refer to a chapter number, we are referring to the chapter number of this book.

Along the semester, I will continue to upload to Blackboard other pdf files with additional required material (slides, practice questions, past exams, etc.). They will not be handed out in class. You are responsible for the timely download of the material. I will also post videos that complement the material we cover in class.

Prerequisites and/or Recommended Preparation:

Although our focus will be on the intuition behind the microeconomic models and their real-world consequences, the use of mathematics (in particular, algebra and calculus) will be fundamental to analyze and understand such models. For example, you may be asked to draw and interpret graphs representing demand and supply, to solve a system of equations describing a competitive market, or to compute the derivative of a profit function. MATH 118 is a prerequisite for ECON 351x. Therefore, I expect students to have a good understanding of the material covered in that class.

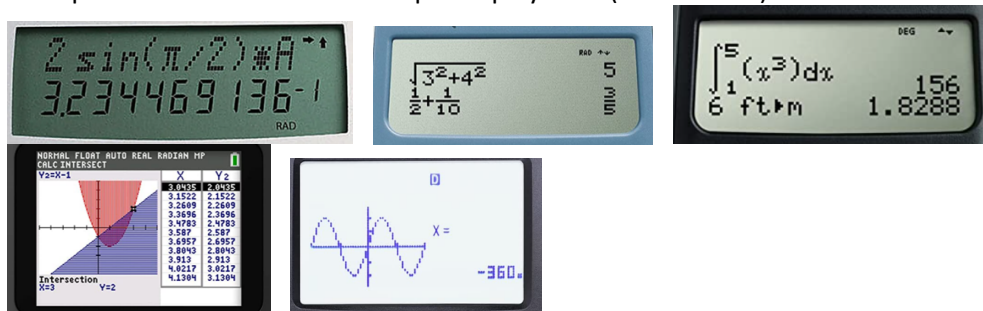
Course Notes:

Students must bring their own calculator to every exam. The calculator must be a basic calculator or a simple scientific calculator, in the sense that it only has one display line (see examples below). Graphing calculators are not allowed. The calculator cannot have the capability of storing data; that is, it cannot have a memory to store equations and/or text. Even if the student is not using the calculator’s memory, this type of calculator cannot be used during the exams. The calculator cannot have the capability of accessing the Internet, and it cannot have any other smartphone-type features, such as wireless, Bluetooth, cellular, audio/video recording and playing, camera. Students cannot use their cellphones as a calculator during exams. Students cannot share a calculator during the exam.

Example of a calculator with one display line (allowed):



Examples of calculators with multiple display lines (not allowed)



Grading Policies / Detail

ASSIGNMENTS	Points	% of Grade
First midterm exam	30	30.0%
Second midterm exam	30	30.0%
Final Exam	30	30.0%
Homework	10	10.0%
TOTAL	100	100.0%

Tentative Assignments Dates (subject to change)

Midterm 1: Wednesday Feb/14	
Midterm 2: Monday Mar/25	
Final Exam:	
Section	Final Exam
26348R - Regular class starting at 9:30am	Friday May/03, 8:00am to 10:00am
26350R - Regular class starting at 11:00am	Wednesday May/01, 11:00am to 1:00pm
Homework (Blackboard): The due dates for the homework will be posted on Blackboard.	

I do not assign letter grades to individual exams: each course requirement receives a score out of 100% but not a letter grade. The overall numerical score in the course (see the semester score below) is converted into a letter grade at the end of the semester in accordance with the Marshall School guidelines. I will not apply any kind of grading curve to individual exams or homework assignments.

Letter grades represent how you perform in the class relative to other students. The GPA for this class is expected to average about 3.3 (corresponding to a B+). Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible. See the semester score example below).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Minimum Requirements - A student with a Semester Score below 50 points (out of 100) will receive a failing grade (F). A score equal to or greater than 50 points and below 60 points receives a D-, D or D+. The minimum score to receive a C- is 60 points. This rule will be strictly enforced, and I will not assign any kind of extra credit activities (papers, extra homework, etc.). Grades will not be rounded - for example, 59.92 is below 60 points, therefore it is a D+, not a C-.

Letter grades above C- will be assigned according to the student's performance in the class relative to other students. Your grade will reflect my best judgment of your class performance, as indicated by your performance on the exams and homework.

Homework - It is critical for students to keep up with the material during the semester. The goal of each homework is to check your basic understanding of the material of each chapter and prepare you for the next class. With these goals in mind, each homework will have a hard deadline. It is your responsibility to work on the homework early, to meet this deadline.

We will have 12 graded homework assignments. Each graded homework will be completed via Blackboard and will receive a score out of 100%. Each student's two lowest homework grades are dropped, and we will compute the average score of the remaining homework assignments. **IMPORTANT:** each homework will have a deadline posted on Blackboard and late submissions will not be allowed. The homework must be turned in electronically via Blackboard before the due date. Blackboard does not auto-submit assignments (students need to click submit before the due date). Any assignment not submitted or submitted late, even if by only a few minutes, will receive a score of zero. For example, consider a student who received a score of 100% in five homework assignments, a score of 90% in six assignments, and a score of zero in one assignment (the student did not submit the homework on time). We drop the two lowest grades (90% and zero), and compute the average score of the remaining assignments, which is 95% in this example.

The policy of excluding the two lowest homework scores grants students some leeway. There are occasions when a student might be unable to submit homework by the deadline due to a variety of unforeseen events, such as technical issues with their computer or personal health problems. Under this policy, a student can still attain the full amount of homework points during the semester by submitting the rest of the assignments on time and correctly.

Exams - The three exams (the two midterms and the final) are not cumulative. Each exam will test the subject matter covered after the previous exam. For all the exams, you are responsible for the material assigned from the book, the material posted on Blackboard, and any subject covered in the classroom. The exams are intended to assess how well students understand the basic ideas and principles. Each exam is worth 30 points. If a student correctly answers $x\%$ of the questions on the exam, then the student receives $x\%$ of the 30 points.

Semester Score – The semester score of a student is simply the sum of the points received in the homework and exams. This semester score will then be converted into a letter grade at the end of the semester in accordance with the Marshall School guidelines (as explained above).

For example, consider a student who (1) received an average score of 95% on homework assignments (after dropping the two lowest grades), (2) correctly answered 80% of the questions on Midterm 1, (3) correctly answered 85% of the questions on Midterm 2, and (4) correctly answered 90% of the questions on the final exam. The student's semester score is then

$$\begin{array}{r} \text{Semester Score (example) =} \\ 9.5 \quad (95\% \text{ of } 10 \text{ homework points}) \\ + 24 \quad (80\% \text{ of } 30 \text{ points in Midterm 1}) \\ + 25.5 \quad (85\% \text{ of } 30 \text{ points in Midterm 2}) \\ + 27 \quad (90\% \text{ of } 30 \text{ points in the Final}) \\ \hline \text{Total:} \quad \mathbf{86.0} \end{array}$$

This semester score will then be converted into a letter grade at the end of the semester in accordance with the Marshall School guidelines (as explained above).

Need to show your work: Some multiple-choice questions and problems in each exam will be marked with the phrase “Show your work.” This means that you must clearly write how you are solving the problem. It does not need to be an extremely detailed explanation. But you need to clearly write enough to show that you are correctly solving the problem. If a student marks the correct answer but does not properly show the necessary work in eight or more questions, then the student will not receive credit for these questions. Moreover, this will be considered strong evidence of academic misconduct, which can result in a F for this course. There will be no partial credit.

Collaboration policy

Students are permitted and encouraged to discuss with others their ideas; however, the homework and exams must be completed individually and independently. Students may not post anything related to the homework and exams outside of Blackboard. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. Please see the “Academic Integrity and Conduct” section below for further details. For more information about unauthorized collaboration, visit <https://libraries.usc.edu/tutorial/academic-dishonesty> or http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html.

Evaluation of Your Work:

You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

Returned assignments, unclaimed by a student, will be discarded after 4 weeks; hence, they will not be available should a grade appeal be pursued by a student following receipt of their course grade. The final exam will be retained for one year after the end of the course.

COURSE CALENDAR

This is our tentative schedule. When necessary, changes will be announced on Blackboard.

Weeks	Topic	Activities/Assignments
Week 1: Jan/08-12	Chapter 1: Introduction Chapter 2: Math Review Chapter 3: Production Choices	<ul style="list-style-type: none"> • In class: we will have an introduction and then start Chapter 3. • At home: <ul style="list-style-type: none"> • Read Chapter 1. • IMPORTANT: read Chapter 2. This Chapter is a math review that we will not cover in class (you must review this material at home). On Section 2.5.2, read the case of strictly convex level curves but skip the cases of linear and L-shaped level curves. • Read Chapter 3 up to Section 3.4.2 (inclusive).
Week 2: Jan/15-19	Chapter 3: Production Choices	<ul style="list-style-type: none"> • No class on Jan/15 (MLK Day). • In class: we will continue covering Chapter 3. • At home: read the rest of Chapter 3.
Week 3: Jan/22-26	Cont. Chapter 3 Chapter 4: Consumption Choices	<ul style="list-style-type: none"> • In class: we will finish Chapter 3 and start Chapter 4. • At home: read Chapter 4.
Week 4: Jan/29- Feb/02	Cont. Chapter 4 Chapter 5: Market Equilibrium	<ul style="list-style-type: none"> • In class: we will finish Chapter 4 and start Chapter 5. • At home: read Chapter 5 up to Section 5.1.1 (inclusive).
Week 5: Feb/05-09	Cont. Chapter 5	<ul style="list-style-type: none"> • In class: we will finish Chapter 5. • At home: read all Chapter 5.
Week 6: Feb/12-16	EXAM Midterm 1	<ul style="list-style-type: none"> • In class: we will have a problem-solving class on Monday. • Midterm 1 on Wednesday Feb/14. Midterm 1 covers Chapters 2, 3, 4, and 5

Weeks	Topic	Activities/Assignments
Week 7: Feb/19-23	Chapter 6: Externalities and Public Goods	<ul style="list-style-type: none"> • No class on Feb/19 (Presidents' Day). • In class: we will start Chapter 6. • At home: read Chapter 6.
Week 8: Feb/26- Mar/01	Cont. Chapter 6 Chapter 7: Monopoly	<ul style="list-style-type: none"> • In class: we will finish Chapter 6 and cover Chapter 7. • At home: read Chapter 7.
Week 9: Mar/04-08	Chapter 8: Price Discrimination	<ul style="list-style-type: none"> • In class: we will cover Chapter 8 and start Chapter 9. • At home: <ul style="list-style-type: none"> • Read Chapter 8. • Read Chapter 9 up to Section 9.4 (inclusive).
Mar/11-15	Spring Break	
Week 10: Mar/18-22	Cont. Chapter 9	<ul style="list-style-type: none"> • In class: we will finish Chapter 9 on Monday and have a problem-solving class on Wednesday. • At home: read Chapter 9.
Week 11: Mar/25-29	EXAM Midterm 2 Chapter 10: Game Theory Part 1 – Static Games	<ul style="list-style-type: none"> • Midterm 2 on Monday Mar/25. Midterm 2 covers Chapters 6, 7, 8, and 9. • In class on Wednesday: we will start Chapter 10. • At home: read Chapter 10 up to Section 10.6.1 (inclusive).
Week 12: Apr/01-05	Cont. Chapter 10	<ul style="list-style-type: none"> • In class: we will finish Chapter 10. • At home: read Chapter 10.
Week 13: Apr/08-12	Chapter 11: Game Theory Part 2 – Dynamic Games	<ul style="list-style-type: none"> • In class: we will cover Chapter 11. • At home: read Chapter 11.
Week 14: Apr/15-19	Chapter 12: Asymmetric Information	<ul style="list-style-type: none"> • In class: we will cover Chapter 12. • At home: read Chapter 12.

Weeks	Topic	Activities/Assignments
Week 15: Apr/22-26	Chapter 13: Incentives and Contracts	<ul style="list-style-type: none"> • In class: we will cover Chapter 13 on Monday and have a problem-solving class on Wednesday. • At home: read Chapter 13.
Final Exam:	<p>Final Exam covers Chapters 10, 11, 12, and 13.</p> <p>Different classes have different final exam dates. Students must take their final with their own class.</p> <p>For Section 26348R (regular class starting at 9:30 am), the final exam will be on Friday May/03, 8:00 am to 10:00 am.</p> <p>For Section 26350R (regular class starting at 11:00 am), the final exam will be on Wednesday May/01, 11:00 am to 1:00 pm.</p>	

Please note: The date/time of the Final Exam is determined by the University. Consult the USC *Schedule of Classes* at <https://classes.usc.edu>

ADDITIONAL INFORMATION

Technology Policy

Please turn off your cellular phones before entering the classroom. They may not be used during classes. Since your phone should be turned off, texting during class is not only disrespectful, but it is also a violation of class policy.

Students may use laptops and tablets during class exclusively to take notes.

Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted after written approval by the professor.

Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Use of Recordings

Pursuant to the USC Student Handbook (<https://policy.usc.edu/studenthandbook/>), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on un-authorized use applies to all information that is distributed or displayed for use in relationship to the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

Posting or distributing class material on the internet, social media platforms or other means, even if not for profit, constitutes a **copyright infringement** and a violation of class policy. This includes but is not limited to all material posted on Blackboard and all the material handed to you in class. For example, homework questions, exams, and sample exam questions, answer keys, the book “Microeconomics for Business” or parts of the book, slides, video and audio recordings.

AI policy in this class:

I expect you to use AI (e.g., ChatGPT, Bard, etc) in this class. Learning to use AI is an emerging skill, so please keep in mind the following:

1. AI tools are permitted to help you brainstorm topics, recollect material you have seen, or revise work you have already written.
2. If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.

Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. Also, be mindful that the usage of AI in a deliverable product often requires a proper attribution of credit. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity.

Open Expression and Respect for All

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “[Open Expression Statement](https://www.marshall.usc.edu/open-expression-statement)” (<https://www.marshall.usc.edu/open-expression-statement>).

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.

If for some reason we are not able to hold an in-person class on campus, we will try to hold a remote lecture via Zoom. In this case, I will post an announcement and the link information on Blackboard.

USC Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. Cheating during an exam will typically result in a F for this course, with the possibility of further academic sanctions depending on the gravity of the case.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

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

Students and Disability Accommodations:

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

Support Systems:

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

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

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

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

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

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

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

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

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

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

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

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

Appendix I



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

Marshall Undergraduate Program Goals and Course Learning Objectives Alignment Table

Learning Goals: In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Marshall Program Learning Goal	Course Objectives that support this goal
1	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators. Specifically, students will:</p> <p>1.1 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>1.2 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>1.3 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>1.4 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> <p>1.5 Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking.</p>	1-4, 7-8
2	<p>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. Specifically, students will:</p> <p>2.1 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)</p> <p>2.2 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.</p> <p>2.3 Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.</p>	8

<p>3</p>	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	<p>5</p>
<p>4</p>	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. Specifically, students will:</p> <p>4.1 Understand professional codes of conduct.</p> <p>4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	<p>8</p>
<p>5</p>	<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 so as to anticipate new opportunities in any marketplace. Specifically, students will:</p> <p>5.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>	<p>1</p>
<p>6</p>	<p>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises. Specifically, students will:</p> <p>6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).</p> <p>6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	<p>1-8</p>