

Professor: Todd Henneman

Landline: (213) 764-4939

Email: henneman@marshall.usc.edu

Class information

Time: 2 to 3:20 p.m.

Location: JFF 312 (Fertitta Hall)

Office hours

Time: 1 to 2 p.m. Mondays
and by appointment

Location: ACC 407 (Leventhal)

Social media

 [/toddhenneman](https://twitter.com/toddhenneman)

 [/in/toddhenneman](https://www.linkedin.com/in/toddhenneman)

Course description

Welcome to Advanced Writing for Business. Through this course, I strive to help you master techniques that elevate your skills and serve your career goals. This course will hone your acumen for writing clear, concise documents that advance business-related objectives. You will refine your grammar, rhetoric, and critical-thinking skills to craft effective communications. You also will write to inform and persuade internal and external audiences, analyze contemporary business cases, and explore the effects of generative AI and other technology on communication strategy.

Building on skills you developed in WRIT 150 or its equivalent, this course will strengthen your writing and deepen your understanding of business-communication techniques through in-class activities, discussions, assignments, and teamwork. Major assignments include writing business reports, opinion pieces, and exploring a current business-communication crisis through a lens of diversity, equity, and inclusion. As we build toward the assignments, we will look at topics ranging from word-, sentence-, and paragraph-level issues to global considerations such as developing arguments and tailoring messages.

This course will strengthen your writing skills and serve you well for years to come.

Learning objectives

At the end of the course, you will be able to:

1. **Recognize and implement** the qualities associated with effective business writing: conciseness, coherence, clarity, and correctness.
2. **Develop** communication goals for diverse audiences and tailor the messages to specific ones.
3. **Select and strategically use** traditional and new communication media.

4. **Plan, create, and complete** a variety of business documents (e.g. memos, emails, proposals, reports) with appropriate headings, layout, typography, and content.
5. **Conduct research** using a range of sources, **synthesize** the information, and **critique** its quality.
6. **Support** claims with logical reasoning and evaluate claims in other persuasive documents.
7. **Discuss** the importance of ethics and the implications for business communication.
8. **Collaborate productively** with others in research and analysis as well as writing and editing tasks.
9. **Express** ideas in a confident yet professional and respectful manner.

Alignment with USC and Marshall's learning goals

This course is designed to meet USC's requirement for Advanced Writing as well as selected Marshall Learning Goals. Please see Appendix.

Prerequisites

The prerequisite for WRIT 340 is WRIT 150 or its equivalent.

Attendance

This is a residential class, and in-person attendance is expected. Unless you provide an accommodation letter from USC Office of Student Accessibility Services requiring remote attendance, there is no option to attend class by Zoom.

KEY ENROLLMENT DATES

Jan. 26: Last day to register and add classes.

Last day to change class to a grade of Pass/No Pass.

Last day to drop a course without a mark of "W" on transcript.

April 5: Last day to withdraw from a course with a mark of "W" on transcript.

MATERIAL

Blackboard

We will use the Blackboard course management system for posting assignments, grades, and more. I will post announcements, reminders, and news that apply to everyone. I also will share reading materials and instructions. I will reserve emails for messages that apply only to specific students. Do not share or distribute elsewhere content posted on Blackboard.

Required text

This section does not use a textbook. I will provide required readings and other material through Blackboard. Please complete these before class sessions, meeting deadlines on the course calendar.

Business news

For some assignments, you also will need to read business-related news stories. I will demonstrate in class how to create a student account through the USC Libraries for free access to the [Wall Street Journal](#). I encourage you also to consume news sources from other sources such as the [Barron's](#), [Bloomberg](#), [Fortune](#), [MarketWatch](#), [New York Times](#), [Los Angeles Times](#) and [TechCrunch](#). Keep in mind that a few of these have paywalls, but you may access the content for free through the [USC Libraries](#). Consider subscribing to a (free) podcast such as [Bloomberg Businessweek](#), [Marketplace](#), NPR's [Business Story of the Day](#), or NPR's [Planet Money](#).

Required technology

- [Adobe Reader](#)
- A laptop or desktop with high-speed internet access
- Microsoft Word or word-processing software compatible with Microsoft Word (Office 365 is available for [free to USC students](#). Questions? Contact [USC ITS](#).)
- Access to a laser printer (Tip: Upload your document to the [Marshall Print Center](#) and swipe your campus ID card at any Marshall Xerox printer to print.)
- A working USC email account that you check daily

Optional resources

Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2017). *The business writer's companion* (8th ed.). New York, NY: Bedford/St. Martin's.

Kessler, L. & McDonald, D. (2015). *When words collide: A media writer's guide to grammar and style* (9th ed.). Boston, MA: Wadsworth Cengage Learning.

Office of Investor Education and Assistance (1998) [A Plain English Handbook](#). Washington, D.C.: U.S. Securities and Exchange Commission.

WRITING SUPPORT

USC Writing Center

The [USC Writing Center](#) offers writers two 25-minute individual consultations per week, online or in person. Some writing consultants are Marshall School of Business graduate students, and some specialize in working with students for whom English is a second language. The Writing Center also provides video tutorials and other resources online. It is in Taper Hall (THH) 206.

American Language Institute Writing Labs

[ALI Writing Labs](#) are informal weekly workshops run by USC native English-speaking students who will assist international students in drafting their academic and professional writing and communications.

Writing conferences

You will have an opportunity to meet one-on-one with me during the semester for a coaching session. You also may schedule an appointment to meet with me for additional feedback.

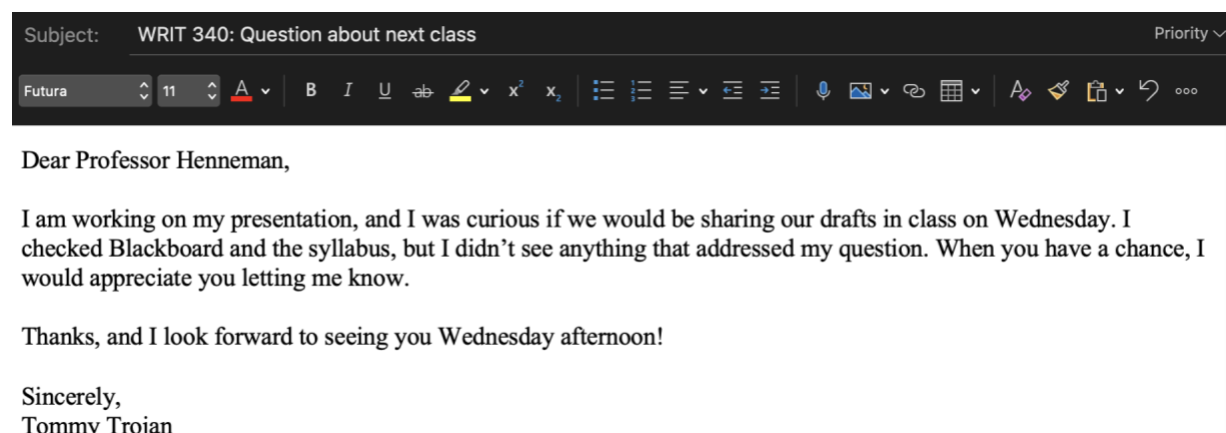
OPEN EXPRESSION AND RESPECT FOR ALL

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](#)."

EMAIL

I don't want to miss your message. If you send me an email, use your USC email account. Otherwise, your message may land in a junk folder. Please include **WRIT 340** in the subject line followed by a few words that describe your email's purpose. Practice the principles of professional emails by including a greeting, clear reason for your message, anything else that I should know, and a signature.

Here's an example:



LEARNING ASSESSMENT

Assignment	Points	Percent
Business memo	150	15%
Recommendation report	175	17.5%
Op-ed	175	17.5%
Participation	100	10%
AI analysis	150	15%
Final portfolio	250	25%
Total	1,000	100%

On Blackboard, I will post detailed instructions and grading rubrics for the six major assignments. Brief descriptions of assignments follow.

Business memo: Identify a trend that affects a specific company. Explain why this trend matters.

Recommendation report: This assignment simulates developing a common business document: an evidence-based recommendation tailored to a specific internal audience. Conduct research and propose a nonprofit organization with whom to partner as part of a new or enhanced corporate social responsibility initiative.

Op-ed: Write an informed opinion piece or “guest essay” that addresses a timely business issue, making well-supported and logical arguments intended to persuade an external audience.

Participation: You do not receive credit for merely being in class. As a professional, you should contribute to the learning community. This section of Writing 340 incorporates many in-class exercises, activities, and “mini” assignments. They provide opportunities to contribute in meaningful ways, apply concepts, and practice skills before a major assignment. In general, you receive credit simply for completing the in-class activity or assignment. However, you must be in class to qualify for credit.

AI analysis: Throughout the semester, we will experiment with applying generative AI both during class and as part of your other homework assignments. Along the way, you will document your observations. Toward the end of the semester, you will write a paper, drawing from your observations, in which you analyze the strengths, weaknesses, potential and pitfalls of leveraging AI to develop business communication.

Final portfolio: Revise two assignments other than the AI analysis for your final portfolio. Show your best writing. Keep in mind that these portfolios are “collaboratively evaluated,” meaning that more than one writing professor will review your portfolio and determine your grade. They will not evaluate it based on how much it has improved compared with the original version. They will evaluate it based on its quality. Therefore, I recommend revising your two strongest assignments.

GRADING POLICIES

Evaluation: On Blackboard, I provide rubrics to help you prepare your work and understand your grades. The rubrics also help make the grading consistent and as objective as possible. As reflected in rubrics, you will lose points for factual errors and typos. You also will lose points for grammar, spelling, and punctuation errors. Follow APA guidelines or journalistic style, as appropriate.

Grading scale

My goal is to provide you with the highest grade for the course that I can justify based on your work.

- At the 300-level, work that earns a grade in the A range is difficult to distinguish from professional writing. It shows mastery of grammar, rhetoric, and logic. It is clear, concise, and accurate.
- Work that earns a grade in the B range demonstrates strong control — though not mastery — of grammar, rhetoric, and logic to reach its audience; the writing is clear but not always concise.
- Work that earns a grade in the C range demonstrates competence yet weakness in grammar, rhetoric, and/or logic; the writing might be verbose or unclear or not fully understand its audience.
- Work that earns a grade in the D range shows limited control of grammar, rhetoric, or logic.
- Work that earns a grade in the F range contains content that either is inappropriate or so unclear that it undermines its mission, and lacks command of grammar, rhetoric, and logic.

Course grades are final and are not rounded up. Grade averages are often in the B range for this course. Remember that your final course grade reflects the quality of your work, not necessarily your effort.

Assignment submission policy: Upload your work to Blackboard as a .doc, .docx, or .pdf file by the relevant deadline listed on the course calendar. Don't wait until the last minute to upload because you could encounter a technological problem such as your Wi-Fi crashing or computer dying.

Appealing a grade: If you feel that an error has occurred in the grading of any assignment, you may send me an email in which you request that I re-evaluate the assignment. Attach the original assignment to the email and explain clearly and carefully why you think that the assignment should be re-graded. You must make this request within one week of the date that the assignment is returned to you. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

Late work: Late assignments decrease by one full letter grade. If the quality of your work merits a B+, for example, then you would receive a C+ if your deliverable arrived late. Late assignments won't be accepted more than one week after the deadline, resulting in a zero. The only exception is the final portfolio. Because it serves as your "final," portfolios will not be accepted after the deadline.

Extra credit: No extra credit is available in this course.

ARTIFICIAL INTELLIGENCE TOOLS

Learning to use AI tools is an emerging skill, and we will discuss ways of using these tools ethically. I also welcome the opportunity to meet with you to provide additional guidance during office hours or after class. Keep in mind the following class policies and guidelines to avoid violating academic integrity policies:

- AI tools are permitted to help you brainstorm topics, develop early drafts or revise work that you already have written.
- Consider a specific form of AI's appropriateness for the task.
- 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. Do not assume that the information provided is accurate or trustworthy. If an AI tool gives you a number or fact, assume that the number or fact is incorrect unless you know the correct answer or can verify its accuracy with another source. Make sure you understand the basis of the number or statement. You will be responsible for any errors or omissions. AI tools work best for topics you understand.
- AI tools require attribution. Acknowledge using AI, even if you use it for purposes other than generating content. Include a paragraph at the end that explains how — and why — you used AI. Specify the prompts that you used to obtain the results.

Please ask me if you are unsure about what constitutes unauthorized assistance or what information requires citation or attribution. If found responsible for an academic violation, you may be assigned university outcomes such as grade penalties, including an "F" on the assignment and/or in the course.

ACADEMIC INTEGRITY

Collaboration policy: I encourage you to discuss with others your ideas for completing assignments. However, once you begin writing the deliverable, your work must be your work. In other words, do not seek help with your writing from friends, family, tutors, or online forums. Failing to abide by the above guidelines may constitute a case of

suspected plagiarism or cheating, which will be reported. For more information about unauthorized collaboration visit the [USC Libraries Academic Dishonesty tutorial](#).

Plagiarism: Don't do it. Presenting someone else's work as your own is a bad idea. Plagiarism includes using someone else's work without appropriately acknowledging or crediting the source. To avoid problems, I encourage you to complete the USC Libraries [tutorial](#) about academic integrity. Also review the discussion of plagiarism in "Behavior Violating University Standards and Appropriate Outcomes," found in [Part B, Section 11](#) of *SCampus*.

TECHNICAL SUPPORT

USC Systems (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps): Call (213) 740-5555 or send an email to consult@usc.edu weekdays from 9:30 a.m. to 5 p.m. and weekends from 8 a.m. to 5 p.m.

Marshall Systems (MyMarshall, Outlook email): Call (213) 740-3000 or send an email HelpDesk@marshall.usc.edu. The Marshall Systems office is open Monday through Friday from 8 a.m. to 6 p.m. Pacific. You also can use the self-help service portal by searching for the needed information, chatting with a technician, and/or inputting a request. To access the service portal, follow these steps:

- Go to MyMarshall Home Page and click the "Help" link on the upper right.
- Log in using your Marshall username and password.

Zoom Video Conferencing (MarshallTALK): Visit the Zoom Support Page or call (888) 799-9666, ext. 2.

COURSE CALENDAR

(subject to change based on circumstances)

Date	Topics	Readings	Assignments due
Week 1			
Course introductions and communication fundamentals			
Monday, Jan. 8	Learning goals: <ul style="list-style-type: none"> ▪ Recall the structure of class ▪ Discuss the importance of effective communication in the workplace 	Read: <ul style="list-style-type: none"> <input type="checkbox"/> The syllabus (hey, you're doing it!) Complete: <ul style="list-style-type: none"> <input type="checkbox"/> Three-question survey before or after class 	
Wednesday, Jan. 11	Learning goals: <ul style="list-style-type: none"> ▪ Write effective subject lines ▪ Compare the direct and indirect method of delivering bad news 	Watch: <ul style="list-style-type: none"> <input type="checkbox"/> Ways of delivering bad news Read: <ul style="list-style-type: none"> <input type="checkbox"/> "Writing professional emails in the workplace" <input type="checkbox"/> "This is the best way to deliver bad news, according to science" <input type="checkbox"/> "Strategies for delivering bad news" 	⇒ Due before class: Ungraded writing assessment ⇒ Mini in-class assignment: Share bad news
Week 2			
Preparing memos			
Monday, Jan. 15	Martin Luther King Jr. Day — University Holiday		
Wednesday, Jan. 18	Learning goals: <ul style="list-style-type: none"> ▪ Create a generative AI "diary" ▪ Describe the three-step writing process ▪ Assess sources ▪ Recall purposes of memos 	Watch: <ul style="list-style-type: none"> <input type="checkbox"/> Overview of the trend memo <input type="checkbox"/> Overview of the three-step writing process Read: <ul style="list-style-type: none"> <input type="checkbox"/> "Discovering trends" research guide <input type="checkbox"/> "Organizing your social sciences research paper," beginning with <i>Strategies for Critically Evaluating Web Content</i> (midway down) 	⇒ Due before class: Contribute to AI grid ⇒ In-class exercise: Assess information
Week 3			
Revising memos			
Monday, Jan. 22	Learning goals <ul style="list-style-type: none"> ▪ Recognize effective strategies for memos ▪ Apply format of a memo 	Read: <ul style="list-style-type: none"> • "Business memos" • "Guidelines for effective informational memo" • "What writers can learn from Amazon's famous 6-page memo" 	⇒ In-class activity: Dissect a memo

Wednesday, Jan. 24	Learning goals <ul style="list-style-type: none"> Apply 'Plain English' Leverage structure 	Read: <ul style="list-style-type: none"> "Writing in Plain English" "How to improve your business writing" Watch: <ul style="list-style-type: none"> "Why you should read your memo out loud" 	⇒ In-class exercise: Improve a paragraph
Week 4 Addressing social responsibility			
Monday, Jan. 29	Learning goals: <ul style="list-style-type: none"> Identify dimensions of DEI Define corporate social responsibility 	Read: <ul style="list-style-type: none"> "Diversity, equity and inclusion framework" "How DEI, CSR And ESG are already changing the way we work today" 	⇒ Upload memo by 11:59 p.m.
Wednesday, Jan. 31	Learning goals: <ul style="list-style-type: none"> Identify stakeholders Describe the importance of understanding audiences 	Read: <ul style="list-style-type: none"> "Considering your stakeholders" "Corporate social responsibility and business ethics" 	⇒ In-class activity: ⇒ Identify key stakeholders
Week 5 Preparing reports			
Monday, Feb. 5	Learning goals: <ul style="list-style-type: none"> List characteristics of effective reports Identify sources of evaluative information	Watch: <ul style="list-style-type: none"> Overview of recommendation report Read/review: <ul style="list-style-type: none"> "Planning reports and proposals" Corporate Social Responsibility research guide	⇒ In-class activity: ⇒ Compare CSR reports and scores
Wednesday, Feb. 7	Learning goals: <ul style="list-style-type: none"> Identify organizational fit Fit content to audience	<ul style="list-style-type: none"> "What is a business report? How do I write one?" "How to make charitable partners part of your PR strategy"	⇒ In-class exercise: ⇒ Dissect a report
Week 6 Visualizing data			
Monday, Feb. 12	Learning goals: <ul style="list-style-type: none"> Describe role of visualizations Select the best type	Read: <ul style="list-style-type: none"> "How to choose the right graph for your data" "How to use charts and graphs effectively" 	⇒ In-class exercise: Create a graphic
Wednesday, Feb. 14	Learning goals: <ul style="list-style-type: none"> Explain how sentence style affects emphasis Apply techniques to improve readability 	Read: <ul style="list-style-type: none"> "Sentence writing" "Rules of good writing" 	⇒ In-class exercise: Apply "rules"

Week 7		Polishing reports	
Monday, Feb. 19	Presidents' Day — University Holiday		
Wednesday, Feb. 21	Learning goals: <ul style="list-style-type: none"> ▪ Exchange feedback 	Read: <ul style="list-style-type: none"> <input type="checkbox"/> "Giving feedback for peer review" 	⇒ In-class activity: Exchange feedback
Week 8		Advocating for an organization	
Monday, Feb. 26	Learning goals: <ul style="list-style-type: none"> ▪ Craft an effective lead ▪ Describe how op-eds differ from other forms of business communication 	Read: <ul style="list-style-type: none"> <input type="checkbox"/> "A good lead is everything — here's how to write one" <input type="checkbox"/> The eight values that will make your content 'newsworthy'" 	⇒ Upload report by 11:59 p.m. ⇒ In-class activity: Write a lead
Wednesday, Feb. 28	Learning goals: <ul style="list-style-type: none"> ▪ Identify forms of evidence 	Watch: <ul style="list-style-type: none"> <input type="checkbox"/> Overview of opinion pieces 	⇒ In-class exercise: Deconstruct op-ed
Week 9		Crafting effective opinion pieces	
Monday, March 4	Learning goals: <ul style="list-style-type: none"> ▪ Describe structure of opinion pieces 	Read: <ul style="list-style-type: none"> <input type="checkbox"/> "6 steps to writing killer op-eds and commentaries" <input type="checkbox"/> Op-ed writing: Tips and tricks" Watch: <ul style="list-style-type: none"> <input type="checkbox"/> "How to write an editorial" 	In-class activity: Search for evidence
Wednesday, March 6	Learning goals: <ul style="list-style-type: none"> ▪ Identify persuasive writing techniques 	Read: <ul style="list-style-type: none"> <input type="checkbox"/> "The art of persuasion hasn't changed in 2,000 years" 	In-class exercise: Identify forms of persuasion
Spring Recess: March 11 — March 15			
Week 10		Writing conferences	
Monday, March 18	We will not meet as a class. Instead, each student will sign up for a one-on-one meeting with me to get help with their writing. You should work on your op-ed during class time, if not meeting with me.		
Wednesday, March 20			
Week 11		Revising op-eds	
Monday, March 25	Learning goals: <ul style="list-style-type: none"> <input type="checkbox"/> Critique an op-ed <input type="checkbox"/> Incorporate peer feedback 	None	Note: Bring a printed copy of your op-ed to class
Wednesday, March 27	Learning goals: <ul style="list-style-type: none"> <input type="checkbox"/> Recall criteria for AI analysis 	Watch: <ul style="list-style-type: none"> <input type="checkbox"/> Overview of AI an analysis 	Upload op-ed by 11:59 p.m.

Week 12	Analyzing diaries		
Monday, April 1	Learning goals: <input type="checkbox"/> Apply concepts in thematic analysis	Read: <input type="checkbox"/> Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars	In-class activity: Review diary
Wednesday, April 3	Work on AI paper		
Week 13	Sharing analyses		
Monday, April 8	Writing lab		Note: Bring a draft of your op-ed to class
Wednesday, April 10	Speed-round presentations		
Week 14	Preparing portfolios		
Monday, April 15	Learning goals: <ul style="list-style-type: none"> ▪ Recall the requirements 		Upload AI paper by 11:59 p.m.
Wednesday, April 17	Writing lab		
Week 15	Wrapping up		
Monday, April 22	Writing lab		
Wednesday, April 24	Looking ahead	None	In-class activity: Survey says ...
Upload your final portfolio by 11:59 p.m. Sunday, April 28			

IN-CLASS TECHNOLOGY USE

Technology policy

I encourage you to bring laptops to class — for classwork and only classwork. Other e-devices such as cell phones must be completely turned off. Upon request, put your device on the table in off mode and face down. Videotaping faculty lectures is not permitted because of copyright infringement regulations. Audiotaping may be permitted if approved by the professor. 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.

Use of recordings

Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcing it to the class. In addition, students may not distribute or use notes or recordings based on university 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 unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

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, compromises 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.

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



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
-