

FBE-505 Behavioral Finance
Fall 2024
15425R, 3 Units
Thursday 6:30-9:30 PM, JKP 112

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COURSE DESCRIPTION

Behavioral finance studies how the psychological biases of investors and managers affect financial decisions and markets. This course covers scientific evidence about what causes misvaluation, how investors can exploit market inefficiency in their trading decisions, how managers can address market mispricing in corporate financing and investment decisions, and how managers can correct for their own biases. To prepare students for practical financial decision making, the course has a quantitative component that includes factor models, portfolio theory, risk-adjusted discounting, and statistical data analysis, including regression methods. The course primarily involves lecture, discussion, in-class exercises, and student presentation, which will be applied to real-world examples and evidence.

COURSE OBJECTIVES

Through lecture, readings, and assignments, you will acquire the skills to:

1. Understand some key principles of psychology relevant for financial markets.
2. Understand some key aspects of how psychological processes affect the decisions of individual and institutional investors and other market participants.
3. Understand some key aspects of how psychological processes affect equilibrium prices and other market outcomes in financial markets.
4. Understand some key aspects of how psychological processes affect firm and managerial behavior.
5. Be able to apply these concepts to applied financial problems, including appropriate data analysis in support of well-considered decisions.

COURSE MATERIALS

Required readings are listed in the class schedule at the end of this syllabus. I will post a version of the lecture slides on Brightspace the night before each class. The slides provide a detailed outline of the lecture, but not an exhaustive summary of it.

Readings are usually downloadable from the web and may also occasionally be made available on Brightspace. If you have any questions or need assistance with the Brightspace Course Pages, see brightspacehelp.usc.edu or please contact the Marshall HelpDesk at 213-740-3000 (option 2) or brightspacehelp.usc.edu. Alternatively, (213) 740-5555 gives the USC ITS Help Desk.

Catch-up and Optional Additional Background Material

If you want further background in the finance field, useful references include Bodie, Kane, and Marcus, *Investments*, Grinblatt and Titman, *Financial Markets and Corporate Strategy* (corporate finance and investments), Brealey and Myers, *Principles of Corporate Finance* (corporate emphasis), and Welch, *Corporate Finance: An Introduction* (available free online!) <http://book.ivo-welch.info/>. For online resources to review probability and statistics, please see my posting on Brightspace.

Prerequisite Background

Essential background for success includes an understanding of and facility with basic probability and statistics, including regression analysis.

GRADING

Consistent with Marshall grading policies, grades for the class are expected to average around 3.5.

<u>Assignments</u>	<u>Points</u>	<u>% of Overall Grade</u>
Team Debate Projects (2)	24	24%
Midterm Exam	24	24%
Trading Strategy Project	15	15%
Class Participation	5	5%
Final Exam	32	32%
TOTAL	100	100%

CLASS ATTENDANCE AND PARTICIPATION

This is a residential class; in-person attendance is expected. Unless students provide an accommodation letter from USC OSAS requiring remote attendance, there is no option to attend class via Zoom.

Your active participation is vital to your learning the material, your learning how to communicate as a professional, and for the success of the class. Your being prepared provides a benefit to your classmates, so please be ready to contribute to discussions. But please do not feel that you need to wait to speak up until you have an exceptional comment. Even straightforward questions and tentative ideas advance the class discussion. For those who find speaking up uncomfortable, I encourage you to take this opportunity to practice. It pays off!

During class sessions, I often assume the role of a facilitator to encourage a useful discussion. The direction and quality of a discussion is the *collective responsibility of the class*.

ASSIGNMENTS

Assignments must be turned in on the due date/time electronically via Brightspace. If the assignment is a team assignment, only one assignment is turned in for the whole team. Completed assignments

should use word processing and/or spreadsheet software (e.g., Microsoft Word and Excel), preferably converted to PDF.

Any assignment or assignment component turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, please arrange for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course.

TEAM PROJECTS

Students will be assigned to teams. If you want to change teams (perhaps for scheduling reasons), please contact the Teaching Assistant.

Team Debate Projects:

There will be debates about issues in applied behavioral finance. Each team will be assigned to a pro or con side of the debate. The team will prepare a two-page (double-spaced) Executive Summary and PowerPoint slides of the argument in favor of their side. The team will present their argument, hear the presentation of the opposing side, and will have the chance to give a rebuttal to the arguments of the other side. Time permitting, each side will also be able to pose questions to the other side and to reply to audience questions.

For most issues, the pro and con sides of the debate are not equally easy to make. Grades are based on the quality of the work, which can be equally good on both sides of the case.

Graded Components:

Executive Summary, PowerPoint Slides and Presentation (arguments, clarity)

Responses to the Audience and Opposing Side (arguments, clarity, civility)

Trading Strategy Project

Each team will use stock market and accounting data to develop their own trading strategies. The team will perform statistical analysis to evaluate the performance of their strategy using the methods covered in class. The team will prepare a two-page (double-spaced) Executive Summary of their approach and the strengths and weaknesses of their strategy, as well as PowerPoint slides, and teams will present their trading strategies to the class.

Note: The grade is based on the quality of the work, which is not measured solely by a single statistical measure such as the “alpha” of the strategy.

Graded Components:

Executive Summary, PowerPoint Slides and Presentation (creativity, quality of economic and statistical analysis, clarity)

EXAMS

Exams will be in class, closed books/closed notes. You may bring one sheet with formulas. Calculations will be required. More information will be provided prior to the exam. There will not be a make-up exam.

THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are extremely valuable. This course is continuously improved based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS

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

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 announcement 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 students 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.

COURSE CALENDAR AND ASSIGNMENTS (* = Optional Reading)

	Topics/ Daily Activities	Readings and Assignments	Deliverables with Due Dates
Week 1 8/29	<p>1a: Introduction to Behavioral Finance</p> <p>1b: Trading Strategies and Returns</p>	<p>Review previous courses on statistics, investments</p> <p>“Statistics and Regression Review” handout</p> <p>“Behavioral Finance,” David Hirshleifer, <i>Annual Review of Financial Economics</i>, Vol. 7:133-159, December (2015). [Read pp. 133-6 through end of Section 2]</p> <p>“Investor Psychology and Asset Pricing,” Hirshleifer, David. <i>Journal of Finance</i>, 2001. [Read pp. 1533-38].</p> <p>“Investor Psychology in Capital Markets: Evidence and Policy Implications,” Kent Daniel, David Hirshleifer and Siew Hong Teoh, <i>Journal of Monetary Economics</i> 49(1), (2002):139-209. [Read pp. 140-141]</p> <p>“Behavioral Corporate Finance: An Updated Survey.” Baker, Malcolm, Richard Ruback, and Jeffrey Wurgler (2004), [Read pp. 1-3]</p> <p>“Overconfident Investors, Predictable Returns, and Excessive Trading,” Kent Daniel and David Hirshleifer, (2015), <i>Journal of Economic Perspectives</i>, 29(4):61-88. [Read pp. 61-</p>	<p>Finish practice exercises at the end of the “Statistics and Regression Review” handout by 9/3 (do not turn in)</p>

		<p>63 (last complete paragraph)]</p> <p>“Richard Thaler is a controversial Nobel prize winner – but a deserving one.” Robert Shiller, <i>The Guardian</i>, Wednesday October 11, 2017.</p> <p>“Nobel in Economics Is Awarded to Richard Thaler,” Binyamin Appelbaum, <i>New York Times</i>, October 9, 2017 (USC students have digital access to NY Times)</p>	
<p>Week 2 9/5</p>	<p>2a: Portfolio Theory: Measuring the Performance of Behavioral Trading Strategies</p> <p>2b: Factors and Factor Models</p>	<p>“Behavioral Finance,” David Hirshleifer, <i>Annual Review of Financial Economics</i>, Vol. 7:133-159, December (2015). [Read Section 7 (pp. 148-151)]</p> <p>“Overconfident Investors, Predictable Returns, and Excessive Trading,” Kent Daniel and David Hirshleifer, (2015), <i>Journal of Economic Perspectives</i>, 29(4):61-88. [Read p. 68]</p> <p>“Investor Psychology in Capital Markets: Evidence and Policy Implications,” Kent Daniel, David Hirshleifer and Siew Hong Teoh, <i>Journal of Monetary Economics</i> 49(1), (2002):139-209. [Read pp. 147-9; 158; 175-180]</p>	<p>Finish “Practice Problems for Lecture 1b” handout (do not turn in)</p>
<p>Week 3 9/12</p>	<p>3a: The Efficient Markets Hypothesis, Mispricing, and Asset Return Anomalies</p>	<p>“How the really smart money invests,” <i>Fortune</i> July 6, 1998. [But only skim the “human interest” material]</p>	<p>Finish “Practice Problem for Lecture 2a” handout (do not turn in)</p>

	<p>3b: Other Anomalies and Limits to Arbitrage</p>	<p>“Behavioral Finance,” David Hirshleifer, <i>Annual Review of Financial Economics</i>, 7:133-159, December (2015). [Read pp. 136-7; pp. 140-146]</p> <p>*“Common risk factors in the returns on stocks and bonds,” Fama, E. and K. French (1993), <i>Journal of Financial Economics</i> 33:3-56.</p>	
<p>Week 4 9/19</p>	<p>4a: Limits to Arbitrage II</p> <p>4b: How Do Investors and Managers Think? Heuristics, Biases, and Behavior I</p>	<p>“Investor Psychology and Asset Pricing,” David Hirshleifer, <i>Journal of Finance</i>, 2001, [Read pp. 1539-54]</p> <p>*Kahneman, Daniel and Mark W. Riepe, “Aspects of investor psychology,” <i>Journal of Portfolio Management</i>, Summer 1998, 24(4):52-65.</p> <p>*Ben-David, Itzhak, John R. Graham, and Campbell Harvey, Managerial Miscalibration, Ben-David, Itzhak and Graham, John R. and Harvey, Campbell R., <i>Quarterly Journal of Economics</i>, 128(4), November (2013):1547–84.</p>	<p>Due 9/14: Executive Summary and Slides for Opportunism Debate</p> <p>Finish “Practice Problem for Lecture 2b ” handout (do not turn in)</p>
<p>Week 5 9/26</p>	<p>5a: CLASS DEBATE: Opportunism by Firms and Advisors, and Investor Irrationality</p> <p>5b: How Do Investors and Managers Think? Heuristics, Biases, and Behavior II</p>	<p>“Investor Psychology in Capital Markets: Evidence and Policy Implications,” Kent Daniel, David Hirshleifer and Siew Hong Teoh, <i>Journal of Monetary Economics</i> 49(1), (2002):139-209. [Read Section 2.1, pp. 144-147]</p> <p>“Overconfident Investors, Predictable Returns, and</p>	<p>Presentations.</p> <p>Reminder: In-person attendance is required to receive credit for the presentation component of this project.</p>

		<p>Excessive Trading,” Kent Daniel and David Hirshleifer, (2015), <i>Journal of Economic Perspectives</i>, 29(4):61-88. [Read pp. 63 (last paragraph) through 68 (just the top)]</p> <p>* Itzhak Ben-David David Hirshleifer, “Are Investors Really Reluctant to Realize Their Losses? Trading Responses to Past Returns and the Disposition Effect,” <i>Review of Financial Studies</i>, 25(8), August 2012, pp. 2485–2532. (Only introduction.)</p>	
<p>Week 6 10/3</p>	<p>6a: Midterm Review</p> <p>6b: Limited Attention I: Heuristic Simplification</p>	<p>“Investor Psychology and Asset Pricing,” Hirshleifer, David. <i>Journal of Finance</i>, 2001. [Read 1563-4, 1568-71]</p> <p>Hirshleifer, David & Teoh, Siew Hong, 2003. “Limited attention, information disclosure, and financial reporting,” <i>Journal of Accounting and Economics</i>, 36(1-3), pp. 337-386, December. [Read from start of paper until p. 347, stopping before equation (1)]</p> <p>*Bernard, Victor L. and Thomas, Jacob K., “Evidence that Stock Prices Do Not Fully Reflect the Implications of Current Earnings for Future Earnings,” <i>Journal of Accounting and Economics</i>, 1990, 13, 305-340.</p> <p>*Ali, Usman and Hirshleifer, David, “Shared</p>	

		Analyst Coverage: Unifying Momentum Spillover Effects, <i>Journal of Financial Economics</i> 136(3), June 2020, 649-75.	
Week 7 10/10	Fall Recess 10/10-11	*Cooper, Michael J., Orlin Dimitrov, and P. Raghavendra Rau, 2001, "A Rose.com by any other name," <i>Journal of Finance</i> 56, 2371-2388. *Rashes, Michael S., 2001, Massively confused investors making conspicuously ignorant choices (MCI - MCIC), <i>Journal of Finance</i> 56, 1911-1928.	Catch up on readings, practice problems
Week 8 10/17	8a: MIDTERM EXAM 8b: Trading Strategy Project Orientation		Read trading strategies handout
Week 9 10/24	9a: Limited Attention II: Blatant Errors 9b: Overconfidence and Aggressive Trading	Barber, B. and Odean, T., " The Courage of Misguided Convictions: The Trading Behavior of Individual Investors, " <i>Financial Analysts Journal</i> , 55(6), 1999, 41-55. " Momentum, " Narasimhan Jegadeesh and Sheridan Titman, <i>Annual Review of Financial Economics</i> , 3:493-509 (December 2011). [pp. 493–497 (before Section 3); and p. 502 (Section 8) through 503 (before 8.1)] " Behavioral Finance, " David Hirshleifer, <i>Annual Review of Financial Economics</i> , 7:133-159, December (2015). [Read p. 138, Sections 4.2.2 and 4.2.3]	Due 10/19: Executive Summary and Slides for Mispricing and Bubbles Debate

		<p>“Investor Psychology in Capital Markets: Evidence and Policy Implications,” Kent Daniel, David Hirshleifer and Siew Hong Teoh, <i>Journal of Monetary Economics</i> 49(1), (2002):139-209. [Read pp. 159-61]</p>	
<p>Week 10 10/31</p>	<p>10a: Underreaction and Overreaction</p> <p>10b: Mood and Feelings</p>	<p>“Behavioral Finance,” David Hirshleifer, <i>Annual Review of Financial Economics</i>, Vol. 7:133-159, December (2015). [Read Sect. 6 (pp. 146-8)]</p> <p>“Behavioral CEOs: The Role of Managerial Overconfidence,” Ulrike Malmendier and Geoffrey Tate, <i>Journal of Economic Perspectives</i>, Vol. 29, No. 4, Fall (2015):37-60.</p> <p>“Behavioral Corporate Finance: An Updated Survey.” Baker, Malcolm, Richard Ruback, and Jeffrey Wurgler (2004), [Read pp. 385-7; 390-5 (Section 3.4)]</p> <p>*Alex Edmans, Diego Garcia and Oyvind Norli, Sports Sentiment and Stock Returns, <i>Journal of Finance</i>, 2007, 62(4), 1967-98.</p> <p>*David Hirshleifer and Tyler Shumway, “Good Day Sunshine: Stock Returns and the Weather,” <i>Journal of Finance</i>, 2003, 58(3), June 2003, 1009-1032.</p>	

<p>Week 11 11/7</p>	<p>11a: CLASS DEBATE: Mispricing and Bubbles</p> <p>11b: Behavioral Corporate Finance I</p>	<p>*Malmendier, U. and Tate, G., 2005, "CEO Overconfidence and Corporate Investment," <i>J. Finance</i>, December, 60(6), 2661-2700.</p> <p>*David Hirshleifer, Angie Low, and Siew Hong Teoh, 2012, "Are Overconfident CEOs Better Innovators?" <i>J. Finance</i>, 67(4).</p>	<p>Presentations. Reminder: In-person attendance is required to receive credit for the presentation component of this project.</p>
<p>Week 12 11/14</p>	<p>12a: Behavioral Corporate Finance II</p> <p>12b: Social Finance</p>	<p>Shiller, Robert, 2000, Conversation, information, and herd behavior, <i>American Economic Review</i>, 85:181-185.</p> <p><u>"Behavioral Finance,"</u> David Hirshleifer, <i>Annual Review of Financial Economics</i>, 7:133-159, December (2015). [Read Section 8 (pp. 151-2)]</p> <p>*Robert Shiller, 2015, <i>Irrational Exuberance</i>, Princeton University Press, 3rd edition, Ch. 10), "Herd Behavior and Epidemics."</p> <p>Miller, Edward M. (1977) "Risk, Uncertainty, and Divergence of Opinion," <i>Journal of Finance</i>, 32(4), pp. 1151-68. [Read pp. 1151-3; 1160-2]</p>	
<p>Week 13 11/21</p>	<p>13a: Social Finance</p> <p>13b: Financial Market Bubbles I</p>	<p>Cornell, Bradford and Damodaran, Aswath (2014) "<u>Tesla: Anatomy of a Run-Up.</u>" <i>Journal of Portfolio Management</i>, 41(1). pp. 139-151.</p> <p>"Dotcom mania," Ofek, E. and Richardson, M., 2003,</p>	<p>Due 11/16: Executive Summary and Slides for Trading Strategy Project</p>

		<p><i>Journal of Finance</i>. [Read pp. 1113-6, 1131-5]</p> <p>“Was there a NASDAQ Bubble in the Late 1990s?” 2006, Luboš Pástor and Pietro Veronesi, <i>Journal of Financial Economics</i>, vol. 81. [Read pp. 61-5 (until end of section)]</p> <p>Lamont, Owen and Thaler, Richard, “Anomalies: The Law of One Price in Financial Markets,” <i>Journal of Economic Perspectives</i>, (2003), 17(4), 191-202.</p> <p>* “A.I. company raises record \$113 million just a month after being founded—despite having no product ready and only just hiring staff,” <i>Fortune</i>, Chloe Taylor, June 14, 2023</p> <p>* “Introduction to Digital Assets,” Class Notes, 2024.</p> <p>* “10 Takeaways From Matt Levine’s ‘The Crypto Story’,” Angela Moon, <i>Bloomberg/BusinessWeek</i>, 10/25/22.</p> <p>* “The Crypto Story: Where it Came from, What it All Means, and Why It Still Matters,” Matt Levine, <i>Bloomberg/BusinessWeek</i>, 10/25/22.</p> <p>* “Making Sense of Tesla’s Run-up,” Bradford Cornell, <i>Advisor Perspectives</i>, 7/19/21</p>	
<p>Week 14 11/28</p>	<p>THANKSGIVING HOLIDAY</p>		

Week 15 12/5	15a: Trading Strategy Project Presentations 15b: Financial Market Bubbles II; Course Sum-up and Final Exam Review		Presentations. <u>Reminder:</u> In-person attendance is required to receive credit for the presentation component of this project.
FINAL EXAM 12/12	FINAL EXAM: Thursday, December 12, 7:00 PM – 9:00 PM		

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](#)."

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 I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How GSBA 505 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	GSBA 505 Objectives that support this goal	Assessment Method*
<p><i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.</p>		
1.1 Possess personal integrity and a commitment to an organization's purpose and core values.		
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.		
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	1, 4	Midterm and final exams, class debate projects, presentation
<p><i>Learning Goal #2: Gain Knowledge and Skills.</i> Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.</p>		
2.1 Gain knowledge of the key functions of business enterprises.	4,5	Midterm and final exams, class debate projects

2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	1,2,3,4,5	Midterm and final exams, data analysis assignments, exams, class debate projects, trading strategy project presentation
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	1,2,3,4,5	Midterm and final exams, data analysis assignments, exams, class debate projects, trading strategy project presentation
<i>Learning Goal #3: Motivate and Build High Performing Teams.</i> Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.	3, 4, 5	Team assignments, including data analysis, presentation and debates
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	3, 4, 5	Team assignments, including data analysis, presentation and debates
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	3, 4, 5	Team assignments, including data analysis, presentation and debates
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.		

Appendix II

SAMPLE PEER EVALUATION FORM

Please identify your team and team members for the ____ Project(s) that you worked on. Then rate all your team members, *including yourself*, based on the **contributions** of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 indicating does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10. In the box below, describe the exact contributions of each team member, including yourself.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Yourself
1. Role Performance				
2. Assists Team Members				
3. Listening and Discussing				
4. Research and Information Sharing				
5. Time Management				
Total				

Contribution details:

Appendix III. AI Usage

AI usage permitted on specific assessments:

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

Specifically, please assume that AI is permitted on the assignment unless the assignment states additional restrictions on the use of AI.

Appendix IV. Class Participation

Your class participation score is based on asking thoughtful questions, making thoughtful comments, and answering questions thoughtfully. Specifically, the evaluation of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?