

USC Marshall School of Business

ECON 352x – Macroeconomics for Business

Professors: Diego Daruich Andrii Parkhomenko
Email: daruich@usc.edu parkhome@marshall.usc.edu
Office Hours: Tuesday 2:00-4:00PM Tuesday 2:30-4:30PM
(Extra office hours will be provided before exams)
Office: HOH 202 HOH 702

Class Lectures:	DAYS	TIME	SECTION	ROOM
	Monday & Wednesday	08:00-09:20	26057R	JFF 414
	Monday & Wednesday	09:30-10:50	26346R	JFF 236
	Monday & Wednesday	11:00-12:20	26053R	JFF LL105
	Monday & Wednesday	12:30-13:50	26055R	JFF LL105
	Monday & Wednesday	15:30-16:50	26060R	JFF LL105

Slack Channel: fall24-econ-352-daruich-parkhomenko

Teaching Assistants:

1. Divyam Jindal Zoom class: Tuesday 10:30-11:30AM
Email: djindal@usc.edu
2. Mariia Shevchuk Office hours: Tuesday 12:00-2:00PM
Email: shevchuk@usc.edu
3. Sarah Halper Office hours: Thursday 12:00-2:00PM
Email: shalper@usc.edu

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

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

Course Description

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

The course will focus on macroeconomic issues such as long run economic growth, inflation, unemployment, monetary and fiscal policy, short run fluctuations of the economy, savings and investment in the open economy, and exchange rate determination. The emphasis of the course will be in relating these

concepts to business operations. Although we start with typical macroeconomic tools, they will be applied to better understand the significance of the macroeconomy for business activities.

Learning Objectives

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

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

Required Materials

- **Course readers.** Notes covering the material presented in the weekly videos in more detail. There is a course reader, which will be posted in Brightspace.
- Additional material such as problem sets and exercises will be available in Brightspace.

Optional Materials

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

Prerequisites and/or Recommended Preparation:

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

Course Notes

Additional required material (slides, past exams, etc.) will be available on Brightspace (<https://brightspace.usc.edu/>) as pdf documents. They will not be handed out in class. You are responsible for timely download of the material.

Questions

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

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

Practice Problem Sets

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

Grading Details

<u>ASSIGNMENTS</u>	<u>% of Grade</u>
First midterm exam	16.0%
Second midterm exam	16.0%
Third midterm exam	16.0%
Fourth exam (final exam)	16.0%
Four quizzes (best 3 out of 4)	15.0%
Group Project	16.0%
Class Participation	05.0%
<u>TOTAL</u>	<u>100.0%</u>

Exams (64%) – The exams 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 course reader and any subject covered during the lectures. The exams are intended to assess how well students understand the basic ideas and principles. Each exam must be completed in 75 minutes. All the exam questions all questions are either multiple-choice or free response with a numerical answer. You may use a non-graphing calculator but not a cell phone or any other electronic device. Exams are in-person and will be taken on Brightspace, so you will need to bring your laptop with Lockdown installed (and tested!).

Quizzes (15%) - There will be four quizzes. Your lowest quiz grade will be dropped, so that each remaining quiz will correspond to 5% of your final grade. Like exams, all questions are either multiple-choice or free

response with a numerical answer. Quizzes will be a good practice in preparation for the exams. All questions are either multiple-choice or free response with a numerical answer. All quizzes will be administered through Brightspace.

Class Participation (5%) – There will be group activities in class and people will be randomly called to participate. If someone is called and is not in class, they will be penalized. Every student starts with the full 5% grade here. Each time someone is called in class but is not there, they will be penalized by 1%.

Group Project (16%) – Each student will participate in a group project. The project consists of performing simple macroeconomic analysis for a particular country during a particular period, for example, Mexican economy in 1990—1994, before it entered the NAFTA. Each group will have to submit two short reports based on their analysis: one report in the first half of the course should be submitted to Prof. Daruich, the other one in the second half to Prof. Parkhomenko. Both reports will calculate the evolution of some macroeconomic variables, such as GDP, inflation, and exchange rate. The second report will also require you to explain a business relevant decision as if you were an executive of a company that operates in a particular sector in each country. Thus, the second report will also include a paragraph where you outline the decisions you would make in the context of an event in the country. You will receive detailed instructions on how to approach the project.

The grade received for the project is shared by all group members and reflects our best judgement of whether your project successfully addressed the questions. All members of the group must contribute to the project. A group member who does not contribute will receive zero for this assignment. If a group member does not contribute to the project, other group members may explain the situation to us and in exceptional cases we may give different grades to students within a group.

The groups will be formed during the second week of classes. You will receive an email me with the list of groups, members of each group, the topic of the project assigned to each group, and the deadline to submit the project. You must work with group members assigned to your group and cannot choose other members of your group.

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

$$\begin{aligned} \text{Semester Score} = & 0.16 * \text{First Midterm} + 0.16 * \text{Second Midterm} + 0.16 * \text{Third Midterm} \\ & + 0.16 * \text{Final Exam} + 0.05 * \text{Best Quiz} + 0.05 * \text{Second Best Quiz} + \\ & 0.05 * \text{Third Best Quiz} + 0.16 * \text{Group Project} + 0.05 - 0.01 * \text{Penaliza-} \\ & \text{tions} \end{aligned}$$

The overall semester numerical score in the course is converted into a letter grade at the end of the semester in accordance with the Marshall School guidelines. If a student's overall score is below 40%, the student will receive an F. If the score is between 40% and 49% (inclusive), they will receive a variant of D (D-, D, or D+). Students with scores of 50% or above will receive C-, C, C+, B-, B, B+, A-, or A. There are no strict score thresholds for these grades, and they will be assigned based on overall class performance, i.e. the grades above D+ are curved. For your information, in previous years, the thresholds where each letter grades starts have been between: 87% and 93% for A; 78% and 85% for A-; 73% and 78% for B+; 68% and 73% for B; 63% and 68% for B-; 59% and 63% for C+; 53% and 59% for C; and 50% for C-. Please note that these thresholds are for your informational purposes only and actual thresholds in your course may be higher or lower than these.

There will be no make-up tests - There will be no routine make-up exams. By enrolling in this course, you are committing to take the tests on the scheduled dates. If an exam is missed, it receives an automatic

zero. Accommodations for a missed quiz or exam will be very rare. If there is an unforeseen emergency, such as a medical issue, then this must be documented. Approval may only be given with appropriate written documentation from an authoritative source indicating why the student was unable to appear for the test. For example, if you bring a note from the Engemann Student Health Center which states that you had an appointment with a doctor, this is not sufficient documentation. This note should be accompanied by a doctor's certification of a severe medical problem that prevented you from taking the test.

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

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

COURSE CALENDAR

Class	Date	Topic	Assignments
1	Aug 26	<u>Module 1</u> <ul style="list-style-type: none"> • Intro • Math Review 	<ul style="list-style-type: none"> • Read the syllabus • Read Chapter 1
2	Aug 28	<u>Module 2</u> <ul style="list-style-type: none"> • National accounting • Measuring economic activities • Nominal and real variables • Measuring inflation • Macroeconomic data 	<ul style="list-style-type: none"> • Read Chapter 2
	Sep 2	<u>No class due to Labor Day</u> Extra office hours on September 5 th	
3	Sep 4	<u>Module 2</u> <ul style="list-style-type: none"> • National accounting • Measuring economic activities • Nominal and real variables • Measuring inflation • Macroeconomic data 	
4	Sep 9	<u>Module 3</u> <ul style="list-style-type: none"> • Business production of goods and services 	<ul style="list-style-type: none"> • Read Chapter 3
5	Sep 11	<u>Module 3</u> <ul style="list-style-type: none"> • Business production of goods and services 	
Quiz # 1 (to be completed by Sunday, Sep 15) (on all material covered in Modules #1 through #3)			
6	Sep 16	<u>Module 4</u> <ul style="list-style-type: none"> • Growth accounting • The drivers of economic growth <p style="text-align: center;"><u>Quiz Questions/Midterm Review</u></p>	<ul style="list-style-type: none"> • Read Chapter 4

Class	Date	Topic	Assignments
7	Sep 18	<u>First midterm exam</u> (on all material covered in Modules #1 through #3)	
8	Sep 23	<u>Module 4</u> <ul style="list-style-type: none"> • Growth accounting • The drivers of economic growth 	
9	Sep 25	<u>Module 5</u> <ul style="list-style-type: none"> • The Solow model 	<ul style="list-style-type: none"> • Read Chapter 5
10	Sep 30	<u>Module 5</u> <ul style="list-style-type: none"> • The Solow model 	
11	Oct 2	<u>Module 6</u> <ul style="list-style-type: none"> • The Labor market 	<ul style="list-style-type: none"> • Read Chapter 6
<u>Quiz # 2 (to be completed by Sunday, Oct 6)</u> (on all material covered in Modules #4 through #6, as much as covered in class)			
12	Oct 7	<u>Module 6</u> <ul style="list-style-type: none"> • The Labor market 	
13	Oct 9	<u>Quiz Questions/Midterm Review</u>	
14	Oct 14	<u>Second midterm exam</u> (on all material covered in Modules #4 through #6)	

Class	Date	Topic	Assignments
<u>ANDRII STARTS TEACHING</u>			
15	Oct 16	<p style="text-align: center;"><u>Module 7</u></p> <ul style="list-style-type: none"> • Consumption • Investment 	<ul style="list-style-type: none"> • Read Chapter 7
16	Oct 21	<p style="text-align: center;"><u>Module 7</u></p> <ul style="list-style-type: none"> • Consumption • Investment 	
17	Oct 23	<p style="text-align: center;"><u>Module 8</u></p> <ul style="list-style-type: none"> • Open economy • The balance of payments 	<ul style="list-style-type: none"> • Read Chapter 8
<p>Quiz # 3 (to be completed by Sunday, Oct 27) (on all material covered in Modules #7 through #8)</p>			
18	Oct 28	<p style="text-align: center;"><u>Module 9</u></p> <ul style="list-style-type: none"> • Business cycles and the impact on businesses 	<ul style="list-style-type: none"> • Read Chapter 9
19	Oct 30	<p style="text-align: center;"><u>Module 9</u></p> <ul style="list-style-type: none"> • Business cycles and the impact on businesses 	
20	Nov 4	<u>Quiz Questions/Midterm Review</u>	
21	Nov 6	<p><u>Third midterm exam</u> (on all material covered in Modules #7 through #9)</p>	
	Nov 11	No Class due to Veterans Day	
22	Nov 13	<p style="text-align: center;"><u>Module 10</u></p> <ul style="list-style-type: none"> • Money • Monetary policy • The Fed 	<ul style="list-style-type: none"> • Read Chapter 10
23	Nov 18	<p style="text-align: center;"><u>Module 10</u></p> <ul style="list-style-type: none"> • Money • Monetary policy • The Fed 	

Class	Date	Topic	Assignments												
24	Nov 20	<u>Module 11</u> <ul style="list-style-type: none"> Fiscal policy and government debt 	<ul style="list-style-type: none"> Readings to be provided 												
Quiz # 4 (to be completed by Sunday, Nov 24) (on all material covered in Modules #10 through #11)															
25	Nov 25	<u>Module 12</u> <ul style="list-style-type: none"> Exchange rates 	<ul style="list-style-type: none"> Read Chapter 11 												
	Nov 27	No Class due to Thanksgiving Break													
26	Dec 2	<ul style="list-style-type: none"> Bonus topic (if time permits) 	<ul style="list-style-type: none"> Readings to be provided 												
27	Dec 4	<u>Final Review</u>													
Final exam (on all material covered in Modules #10 through #12)															
<table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-decoration: underline;">SECTION</th> <th style="text-decoration: underline;">TIME</th> </tr> </thead> <tbody> <tr> <td>26057 (MW 8:00am)</td> <td>Dec. 11, 8:00am</td> </tr> <tr> <td>26346 (MW 9:30pm)</td> <td>Dec. 16, 11:00am</td> </tr> <tr> <td>26053 (MW 11:00am)</td> <td>Dec. 11, 11:00am</td> </tr> <tr> <td>26055 (MW 12:30pm)</td> <td>Dec. 13, 11:00am</td> </tr> <tr> <td>26060 (MW 3:30pm)</td> <td>Dec. 16, 2:00pm</td> </tr> </tbody> </table>				SECTION	TIME	26057 (MW 8:00am)	Dec. 11, 8:00am	26346 (MW 9:30pm)	Dec. 16, 11:00am	26053 (MW 11:00am)	Dec. 11, 11:00am	26055 (MW 12:30pm)	Dec. 13, 11:00am	26060 (MW 3:30pm)	Dec. 16, 2:00pm
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ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

Technology Policy

Students can use AI (e.g., ChatGPT) throughout this class, with the exception of exams. Learning to use AI is an emerging, likely important, skill but keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- 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.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results and what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

Technology Policy

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

Technology Requirements

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

For technical support please see:

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

Minimal Technical Skills Needed

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

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

Class Conduct/Netiquette

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

Synchronous Sessions

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

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

Please do:

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

Please do not:

- Engage in a simultaneous activity (e.g., using a telephone, reading a book, knitting)
- Interact with persons who are not part of the class
- Leave frequently or not be on camera for extended periods of time
- Have other persons or pets in view of the camera
- Behave in an overtly inattentive manner (looking distracted, not participating)

Asynchronous Activities – Discussion Boards and emails

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

Some Netiquette Rules:

- Engage in appropriate tone and language with instructors or classmates
- Disagree respectfully
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Do not use more than one punctuation mark, this is also considered aggressive!!!!
- Begin communications with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. BUAD101 in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable. You are practicing for your role as a business leader.
- Re-Read, think, and edit your message before you click "Send/Submit/Post." As a check, consider whether you would be comfortable with your email or post or text being widely distributed on the Internet.

USC Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

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

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

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

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

suicidepreventionlifeline.org

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

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

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

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

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

equity.usc.edu, titleix.usc.edu

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

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

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

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

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

dsp.usc.edu

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

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

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

<https://uscса.usc.edu/>

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

Diversity at USC - (213) 740-2101

diversity.usc.edu

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

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

dps.usc.edu, emergency.usc.edu

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

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

dps.usc.edu

Non-emergency assistance or information.

Appendix I



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

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

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

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

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

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

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

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

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

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

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

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

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

Goal	Marshall Program Learning Goal Description Covered in this Course	Emphasis/ Relation to Course Objectives	Relevant Course Topics/Assignments
1	<p>Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>. Specifically, students will:</p> <p>1.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>1.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>1.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).</p> <p>1.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	Moderate	<p>The course will present theories and models that can be used to analyze relevant markets. There will be special focus on capital, labor and commodity markets. Many assignments, including the group projects, will analyze these markets.</p>
2	<p>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets and economic, social and cultural issues impact business decisions <i>so as to anticipate new opportunities in any marketplace</i>. Specifically, students will:</p> <p>2.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>2.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>	High	<p>The central focus of the course will be the analysis of the macroeconomy as a way to gather knowledge that could lead to informed business decision in a global context. An example is the analysis of exchange rate markets and cross-country flows of capital. There will be many assignments related to the global perspective.</p>

<p>3</p>	<p>Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>. Specifically, students will:</p> <p>3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).</p> <p>3.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.</p> <p>3.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>3.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p>	<p>Moderate</p>	<p>The course aims at gathering and using quantitative data as well as analytical tools solve problems that are related to business. Some of the applications used in the course will be purposely aimed at this.</p>
<p>4</p>	<p>Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i>. Specifically, students will:</p> <p>4.1 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p> <p>4.2 Recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., marketing, finance, accounting.</p> <p>4.3 Understand factors that contribute to effective teamwork.</p>	<p>n/a</p>	<p>Not explicitly covered in this course</p>
<p>5</p>	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society</i>. Specifically, students will:</p> <p>5.1 Understand professional codes of conduct.</p> <p>5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	<p>n/a</p>	<p>Not explicitly covered in this course</p>
<p>6</p>	<p>Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i>. Specifically, students will:</p> <p>6.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	<p>n/a</p>	<p>Not explicitly covered in this course</p>