



**BUAD 306: Business Finance**  
**Syllabus – Spring 2025**

This course is co-taught by Professor Seth and Professor Jiang. Prof. Seth teaches the first half of the course and Prof. Jiang teaches the second half of the course. During the first half of the course, Prof. Seth handles all student interactions. During the second half, Prof. Jiang handles all student interactions. There is a course administrator and a group of teaching assistants that will be available during the entire semester.

<b>Professor:</b>	Gunjan Seth	Erica Xuewei Jiang
<b>Office:</b>	HOH 805	HOH 812
<b>Office Hours:</b>	12:30pm – 1:30pm, Monday	12:30pm – 1:30pm, MW
<b>Email:</b>	<a href="mailto:gseth@marshall.usc.edu">gseth@marshall.usc.edu</a>	<a href="mailto:erica.jiang@marshall.usc.edu">erica.jiang@marshall.usc.edu</a>

**Course Administrator:** Marc Choueiti, [buad306@marshall.usc.edu](mailto:buad306@marshall.usc.edu)

**TAs and weekly TA Office Hours:**

- Mondays 6pm to 8pm, Aashna Tripathi
- Tuesdays 12pm to 2pm, Mac Krause
- Wednesdays 6:30pm to 8:30pm, Aditya Vijayanagaram
- Thursdays 12pm to 2pm, Chisom Obioha
- Fridays 8am to 10am via Zoom, Claire Lucas
- Saturdays 8am to 11am via Zoom, Josh Shapiro

Locations/links to office hours will be posted regularly on Slack.

**Slack Channel:** Our TAs monitor our class Slack channel, “spring25-buad-306-mw-profs-jiang-seth” every day to provide prompt answers. Registered students are automatically added to the channel and the link to the channel will be posted in our Brightspace course. If you have difficulty logging into our class Slack channel, please email [buad306@marshall.usc.edu](mailto:buad306@marshall.usc.edu).

<b>Section</b>	<b>Days</b>	<b>Times</b>	<b>Location</b>
14781R	MW	08:00 am – 09:50 am	HOH 1
14783R	MW	10:00 am – 11:50 am	HOH 1
14785R	MW	02:00 pm – 03:50 pm	JKP 110
14786R	MW	04:00 pm – 05:50 pm	JKP 110

**Course Description**

BUAD 306 is a fundamentals course in business finance. Finance is a way of thinking about and analyzing economic problems that involve uncertainty over time. This course provides an introductory framework of how financiers think, how they break down components of a financial problem, and how they make decisions as investors and

corporations in financial markets. By the end of the semester, you will know and use financial vocabulary, financial theory, and financial analysis to solve financial problems, value assets, assess financial risk, make financial decisions and evaluate corporate financial strategy.

### **Learning Objectives**

Through lecture, case analysis, and application of financial formulas and functions, you will be able to:

1. Describe types and features of common financial assets.
2. Summarize the efficient market hypothesis and describe its relevance.
3. Explain the concept and apply the formulas related to the time value of money.
4. Apply DCF valuation in a range of contexts.
5. Interpret, apply, and use accounting statements in financial analysis.
6. Explain and apply capital budgeting criteria.
7. Explain and apply a modern risk-return framework.
8. Calculate costs of capital.
9. Explain and analyze key corporate financial policies and tradeoffs.

### **Required Materials**

The required textbook is *Fundamentals of Corporate Finance*, 13<sup>th</sup> Edition by Ross, Westerfield and Jordan, McGraw-Hill Education, New York, NY, 2021.

### **Prerequisites and/or Recommended Preparation:**

Business microeconomics (BUAD 351 or ECON 351x) is a prerequisite. A prior class in financial accounting (e.g., ACCT 410x, BUAD 280, or BUAD 305) is not a formal prerequisite, but is **highly recommended**. A prior or concurrent class in statistics (e.g., AP Statistics, BUAD 310, or BUAD 312) is not a formal prerequisite, but is **highly recommended**. A prior or concurrent class in macroeconomics (e.g., AP Macroeconomics, ECON 205, BUAD 352, or ECON 352x) is **recommended**.

### **Course Notes:**

Additional course materials are accessible via Brightspace ([brightspace.usc.edu](http://brightspace.usc.edu)).

### **Grading Summary:**

<b><u>Assignments</u></b>	<b><u>% of Grade</u></b>
In-class Quizzes	8%
Exam 1	23%
Exam 2	23%
Exam 3	23%
Exam 4	23%
<b>TOTAL:</b>	<b>100%</b>

Two items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all exams (the points you receive divided by the number of points possible).
2. Your ranking among all students in the class.

Your grade will not be based on a mandated target but on your performance. The mean grade for this class is expected to be about a B+. Typically, about one third of the students will receive an A or A-. About one half of the students will receive a B+, B or B-. The remaining one sixth of the students will receive a C+ or lower.

### **Grading Details and Assignments**

1. **Exams.** Details regarding the testing protocol and allowed materials will be provided.

**Exam Absence Policy:** Students are required to take all quizzes and exams during the arranged administration period. If you are not able to take the quizzes and exams on the dates specified in the schedule, you should not take this class.

There is no work for extra credit, and there will be no make-up exams. If you miss an exam, your grade for that exam will be 0 (zero). However, there are legitimate reasons for missing an exam. If you provide documentation of serious medical problems or crime incidents for missing the midterm exams **ahead of time**, your total test score will be computed as an equal-weighted of other remaining exams. **The final exam is required.** If you miss the final, you will be given a score of zero unless a mark of INCOMPLETE is warranted, in which case you will take the final at a later date to remove the INCOMPLETE. **These policies apply to everyone taking the class, and they are non-negotiable.**

2. **Quizzes.** There will be 4 quizzes during the semester. The quiz dates are specified in the syllabus. There will be no make-up quizzes. If you miss class, you will miss the quiz and get zero score on that quiz.
3. **Practice Problems:** Practice problems will not be graded. They are designed to provide practice material during the course. Answers to the problems will be posted online for students to evaluate their performance.

### **Technology Policy**

Personal computers and wireless Internet are a key part of today's technological culture, but they also can distract you from the class discussion and dampen participation. You may bring your laptops/iPads etc. to class for note-taking, but please refrain from browsing the internet, updating your social media profile, playing games, instant messaging, shopping, etc. Use of computer in the classroom is a privilege. If you abuse this privilege, laptops may be banned from the classroom.

**COURSE READINGS/CLASS SESSIONS**

<b>Week</b>	<b>Day</b>	<b>Instructor</b>	<b>Topic</b>	<b>Chapters</b>
Jan 13	M	Seth	Introduction to Corporate Finance <i>What does a financial manager do? Forms of Business Organization, Goal of Financial Mgmt, Agency Problem, Principal-Agent Problem, Incentives</i>	1
Jan 15	W	Seth	Financial Statements <i>Balance Sheet, Income Statement, Operating Cash Flow, Change in Net Working Capital, Standardized Financial Statements, Sources and Uses of Cash</i>	2.1, 2.2, 2.4
Jan 22	W	Seth	Time Value of Money <i>Future Value and Compounding, investing for a single period, compound growth, Present Value and discounting, present versus future value, determining the discount rate, single period present value</i>	5
Jan 27	M	Seth	Discounted Cash Flow Valuation <i>Future and Present Values of multiple cash flows, Valuation of Annuities, Perpetual Bonds, Future value of Annuities, Annuities Due</i>	6.1, 6.2
Jan 29	W	Seth	Discounted Cash Flow Valuation <i>Effective Annual Rates, Calculating and comparing rates, EAR versus APR, Continuous Compounding, Loan Types, Pure Discount Loans, Interest Only loans, Amortized Loans</i>	6.3-6.5
Feb 3	M	Seth	Review for Exam 1 ( <b>Quiz 1</b> )	
Feb 5	W	Seth	<b>Exam 1</b>	
Feb 10	M	Seth	Interest Rates and Bond Valuation <i>Bonds and valuation of bonds, Bond Features, Interest Rate Risk, Default and Credit Risk, Re-investment rate risk, Bond Indenture</i>	7.1, 7.2
Feb 12	W	Seth	Interest Rates and Bond Valuation <i>Bond Ratings, Moody's and Standard and Poor's, Investment Grade versus High Yield (Junk) Debt, Real versus nominal rates, Fisher Effect, Term Structure of Interest Rates – Yield Curve</i>	7.3-7.7
Feb 19	W	Seth	Stock Valuation <i>Zero Growth, Constant Growth Model, Shareholder Rights, Common Stock versus Preferred Stock, Dealers and Brokers, Valuation using Multiples</i>	8

Feb 24	M	Seth	Net Present Value and Other Investment Criteria <i>NPV estimate, Payback Rule, Internal Rate of Return, Discounted Payback, Profitability Index, Capital Budgeting</i>	9
Feb 26	W	Seth	Net Present Value and Other Investment Criteria <i>IRR versus NPV, Mutually Exclusive Projects, Nonconventional cash flows, NPV profile, Acceptance and rejection rules for each capital budgeting criteria</i>	9
Mar 3	M	Seth	Review for Exam 2 ( <b>Quiz 2</b> )	
Mar 5	W	Seth	<b>Exam 2</b>	
Mar 10	M	Jiang	Capital Market History <i>Returns through time for different asset classes, historical record, risk premiums, variability of returns</i>	12
Mar 12	W	Jiang	Return and Risk, Part I <i>Expected Returns and variances, portfolio weights and expected returns, unexpected returns, Systematic and unsystematic risk, diversification</i>	13
Mar 24	M	Jiang	Return and Risk, Part II <i>Systematic risk and beta, Portfolio beta, Security Market Line, Reward to risk ratio</i>	13
Mar 26	W	Jiang	Return and Risk, Part III <i>Beta and the risk premium, Capital Asset Pricing Model (CAPM), Cost of Capital</i>	13
Mar 31	M	Jiang	Review for Exam 3 ( <b>Quiz 3</b> )	
Apr 2	W	Jiang	<b>Exam 3</b>	
Apr 7	M	Jiang	Cost of Capital, Part I <i>Cost of Capital, Cost of Equity, Cost of Debt, Cost of Preferred Stock</i>	14
Apr 9	W	Jiang	Cost of Capital, Part II <i>Weighted Average Cost of Capital, Divisional Cost of Capital, Project Cost of Capital</i>	14
Apr 14	M	Jiang	Firm Value, Part 1 <i>Finding firm and equity value using discounted cash flow valuation</i>	14
Apr 16	W	Jiang	Firm Value, Part 2 <i>Finding firm and equity value using discounted cash flow valuation, finding firm and equity value using multiples (comparables), case study</i>	14

Apr 21	M	Jiang	Capital Structure, Part 1 <i>Financial leverage and capital structure policy, capital structure question – debt or equity financing, effect of financial leverage on cost of equity, cost of debt, and cost of capital, M&amp;M proposition I&amp;II with and without corporate taxes</i>	16
Apr 23	W	Jiang	Capital Structure, Part 2 <i>M&amp;M proposition I&amp;II with and without corporate taxes, bankruptcy liquidation versus reorganization</i>	16
Apr 28	M	Jiang	Dividends and Payout Policy <i>Cash dividends, stock dividends, Low payouts versus high payout ratios, tax and legal benefits, dividend policy, stock repurchase plans, stock splits</i>	17
Apr 30	W	Jiang	Review for Exam 4 ( <b>Quiz 4</b> )	

**Exam 4 during USC's official Finals Week**

**APPENDIX**

**Alignment of Course Learning Objectives with Marshall’s Six Undergraduate Program Learning Goals**

Goal	Marshall Program Learning Goal Description Covered in this Course (Goals 6, 1, 4, and relevant selected sub-goals)	Emphasis/ Relation to Course Objectives	Relevant Course Topics
6	<p>Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>.</p> <p>Specifically, students will:</p> <p>6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).</p> <p>6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	<p><b>High (Course learning objectives 1-10)</b></p>	<p>Discussion of Net Present Value (NPV); Weighted Average Cost of Capital (WACC), etc.</p>
1	<p>Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>.</p> <p>Specifically, students will:</p> <p>1.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).</p> <p>1.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.</p> <p>1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>1.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p>	<p><b>High (Course learning objectives 1-10)</b></p>	<p>Discussion of ratio analysis; stock valuation; etc.</p>
4	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society</i>.</p> <p>Specifically, students will:</p> <p>4.1 Understand professional codes of conduct.</p> <p>4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	<p><b>Moderate (Course learning objectives 1, 8, 9)</b></p>	<p>Discussion of conflicts of interest; principal/agent problems; corporate governance, etc.</p>

**Marshall Undergraduate Program Goals not Explicitly Covered by this Course (Goals 5, 2,3)**  
(Continued next page)

5	<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>
2	<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>2.1 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p> <p>2.2 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>2.3 Understand factors that contribute to effective teamwork.</p>
3	<p>Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i>. Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>

### **ADDITIONAL INFORMATION**

#### **Teaching Assistants**

The teaching assistants are listed on the Blackboard. The TAs will hold regular office hours and can answer questions on the material during office hours or via email.

#### **Marshall Academic Resources**

The Marshall Office of Undergraduate Advising & Student Affairs offers free Core Review Sessions, along with additional “Cracking the Core” workshops, as a supplement to classroom instruction. Marshall Peer Academic Leaders (PALs) assist students in understanding and clarifying difficult concepts covered in class that week, but core review sessions are effective only if students regularly attend class and actively engage in the process of thinking critically about the course content. Marshall Academic Resources are available for core courses that are traditionally challenging in the business major curriculum. For more information, please visit the Marshall Undergrad Advising and Student Affairs website <http://students.marshall.usc.edu/undergrad/advising/>.

#### **Add/Drop Process**

BUAD 306 is 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. The instructor is not required to notify the student that s/he is being dropped.

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 Requirements**

This class uses a range of technologies including in-person instruction, in-person assessments, and so forth. You will need up-to-date hardware and software as specified below for access to the internet.

The lecture presentations, articles, assignments, mock exams, and quiz solutions are located on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word or Google Docs as your word processing program;
- Excel or Google Sheets as your spreadsheet program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive or Google Drive cloud storage.

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

A financial calculator is not required but may be useful. Some popular models include: Texas Instruments BA II Plus, HP BII+, HP 12C, HP 17BII+. There are good financial calculator emulators available for smartphones.

### **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 and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way 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:

- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- Disagree respectfully
- Respectfully pay attention to classmates
- Begin emails with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name). Starting an email 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. BUAD306) 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:**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own (plagiarism).

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](http://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](http://policy.usc.edu/scientific-misconduct).

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

#### **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](https://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](https://equity.usc.edu), [titleix.usc.edu](https://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/](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](https://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 Student Accessibility Services (<https://osas.usc.edu/>). OSAS 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 the Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS 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 OSAS is (213) 740-0776. Email: [ability@usc.edu](mailto: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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://dps.usc.edu)

Non-emergency assistance or information.

**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

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**Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders in the 21<sup>st</sup> 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)

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**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

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**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.

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**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

#### **Appendix:**

#### **Participation**

#### **Behavioral Anchor Rating Scale**

##### **Excellent Performance**

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in simulations and class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

##### **Good Performance**

- Regularly participates in discussions
- Shares relevant information
- Gives feedback to classroom discussions

- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze / apply course material
- Demonstrates willingness to attempt to answer questions

#### **Fair / Average Performance**

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

#### **Poor Performance**

- Occasional input, often irrelevant, unrelated to topic
- Reluctant to share information
- Not following the flow of ideas
- Personal applications only
- Drains energy from the class

#### **Unacceptable Performance**

- Fails to participate even when specifically asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion

## Appendix: Blackboard How to get up and running

This User Guide is designed to help you do the minimum to continue teaching during a disaster. This is not intended to be a long-term solution. At a minimum you need to be able to interact with students and collect work.

In the event of a major disaster, the university will switch to the Disaster Response/Recovery systems. This change should not impact Blackboard as it has been tested on a regular basis and the switch over requires no downtime. Blackboard DOES require authentication through Shibboleth which is a top priority of ITS to get up and running during a disaster. Blackboard support will be available, but all instructors should be familiar with the basics as many people will be trying to get support during this time and you may experience delays.

Below is information to help you with doing the minimum during a disaster to continue teaching at USC. Additional information is also available in the Blackboard\_Best\_Practices course which you are enrolled in through Blackboard.

**Where to go:** [www.blackboard.usc.edu](http://www.blackboard.usc.edu)

**How to sign in:** Use USC netID and password (USC netID is used with WorkDay or GRS)

### How to make course available to students:

Done in Blackboard, using Qwickly or Course Menu

Through Qwickly:

- Click Home Tab -> Tool Panel (left side of screen) -> Qwickly (Faculty/TAs)

- Click "Submit"

### **Communicating with Students within the Course: [Email](#) and [Announcements](#)**

Emailing from Course

- Click Course Tools (left side of screen) -> Send Email -> Click Recipient Group to send to
- Follow on screen instructions to compose email.
- Click "Submit"

Creating Announcements in Course

- Click on "Announcements" (left side of screen) -> click "Create Announcement"
- Fill in Subject and Message of announcement
- Set announcement options (duration, course link, etc.)
- Click "Submit"

### Creating a Discussion Board

- From Course Home Page -> click "Assignments" (left side menu)
- Click "Tools" -> "Discussion Board"
- Select "Link to Discussion Board Page" or "Select Discussion Board Forum" (select discussion board)
- Click "Next"
- Fill in information and click "Submit"

### Creating an Assignment

- From Course Home Page -> click "Assignments" (left side menu)
- Click "Assessments" -> "Assignment"
- Fill in information on page (make sure to enter points and to make available)
- Click "Submit"

### **Blackboard Support Contacts**

- Blackboard Help Line – 24/7/365 – 213.740.5555 option 2

- Click Course Availability
- Click On/Off button next to course  
(On – Available to students)

Through Course:

- Click Home Tab -> Course ID
- Click Customization (on left towards the bottom of the menu) -> Properties
- Scroll down to SET AVAILABILITY and change “Make Course Available” to “Yes”

- Blackboard Support –  
[blackbord@usc.edu](mailto:blackbord@usc.edu)
- Faculty Book a Callback –  
<https://uscbhelp.youcanbook.me/>
- Reset Password –  
<http://itservices.usc.edu/uscnetid/>

Blackboard in a Short-Term Emergency