USCMarshall
School of Business

Advanced Writing for Business
WRIT 340 • Section 66750 • 4 units
Spring 2025

Professor: Todd Henneman
Landline: (213) 764-4939
Email: henneman@marshall.usc.edu

Class information
Time: 3:30 to 4:50 p.m.
Location: JFF 312 (Fertitta Hall)

Office hours
Time: 12:30 to 1:30 p.m. Monday
and by appointment
Location: ACC 407 (Leventhal)

Social media
/toddhenneman.bsky.social
/in/toddhenneman

Course description

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

Building on skills you developed in WRIT 150 or its equivalent, this course will strengthen your writing and deepen your understanding of business-communication techniques through in-class activities, discussions, assignments, and teamwork. Major assignments include writing an informational memo, recommendation report, and an opinion piece while also exploring the role of generative artificial intelligence.

As we build toward the assignments, we will develop systematic methods for distinguishing relevant from superfluous information. We will explore how successful business communication involves a series of strategic choices, including selecting tones and styles suited to specific situations and audiences. Along this journey, you will enhance your editing and critiquing skills, allowing you to nurture other writers.

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

Learning objectives

At the end of the course, you will be able to:
1. **Recognize and implement** the qualities associated with effective business writing: conciseness, coherence, clarity, and correctness.

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

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

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

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

KEY ENROLLMENT DATES
Jan. 31: Last day to register and add classes.
Last day to drop a course without a mark of "W" on your transcript.
April 11: Last day to withdraw from a course with a mark of "W" on transcript to avoid earning a final grade.

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

How access Brightspace
1. Go to https://brightspace.usc.edu/d2l/login to login. You also can find Brightspace on myUSC.
2. Enter your USC Net ID to access
3. Begin navigating through Brightspace

I also encourage you to download the mobile app, Brightspace Pulse, available in both the Apple App Store and Google Play.

What to expect
Brightspace provides an enhanced learning experience with detailed class progress reports. With Brightspace, you can easily see all assignment due dates in one place. Upon opening Brightspace, you will find the the WRIT 340 course. We will use this course to complete work for Advanced Writing for Business throughout the semester.

Support resources
Do you want to learn more about Brightspace? Check out training and resources in the Brightspace Student Tutorials. Find technical support information below:
- **Student Guides:** Brightspace Student Guides
- **Brightspace Technical Support Line:** 888-895-2812
- **Brightspace Email Support:** usc@d2l.com

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

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

Required technology
- Adobe Reader
- A laptop or desktop with high-speed internet access

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

Optional resources

Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2019). *The business writer's companion* (8th ed.). New York, NY: Bedford/St. Martin's.

[The Associated Press Stylebook](#) (56th ed.)

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

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

WRITING SUPPORT

USC Writing Center

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

American Language Institute Writing Labs

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

Writing conferences

You will have an opportunity to meet one-on-one with me during the semester for a coaching session. You also may schedule an appointment to meet with me for additional feedback on drafts of any assignment.
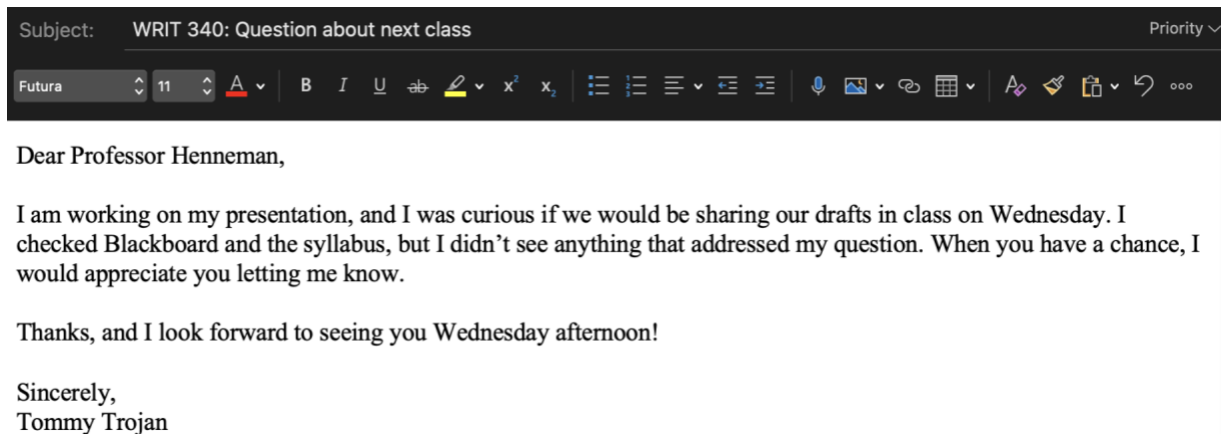
OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement."

EMAIL EXCHANGES

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

Here's an example:

Dear Professor Henneman,

I am working on my presentation, and I was curious if we would be sharing our drafts in class on Wednesday. I checked Blackboard and the syllabus, but I didn't see anything that addressed my question. When you have a chance, I would appreciate you letting me know.

Thanks, and I look forward to seeing you Wednesday afternoon!

Sincerely,
Tommy Trojan

LEARNING ASSESSMENT

Assignment	Points	Percent
AI journals	45	4.5%
In-class activities and contributions to learning environment	125	12.5%
Trend memo	150	15%
Recommendation report	180	18%
Op-ed	150	15%
Team critique	100	10%
Final portfolio	250	25%
Total	**1,000**	**100%**

On Brightspace, I will post detailed guidelines and grading rubrics for the five major assignments. Brief description of assignments follow.

Trend memo: Identify a timely trend that affects a specific company. Prove that the trend exists and explain why it matters, considering key stakeholders.

Recommendation report: Identify a gap in a company's corporate social responsibility framework or environmental, social, and governance strategy, develop and apply criteria to evaluate two options that would address the shortfall, and recommend one.

Opinion piece (op-ed): Write an informed opinion piece or "guest essay" that addresses a timely business issue, making well-supported and logical arguments.

Participation: This section of Writing 340 incorporates many in-class exercises, activities, and "mini" assignments. They provide opportunities to contribute in meaningful ways, apply concepts, and practice skills before a major assignment. In general, each one is worth five points. You receive credit simply for completing it. However, you must be in class to qualify for credit. In addition, you earn points for contributing to discussions and contributing to your classmates' experience.

Generative AI journal: Maintain a journal in which you document your experiments with AI tools as well as your reactions. You will turn in the relevant "chapters" with each of three individual assignments. Your grade will be based the thoroughness of entries and the depth of your reflections.

Team critique: Collaborating with classmates, you will select a contemporary business issue and critique a company's communication strategy around it.

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

GRADING POLICIES

Evaluation: On Brightspace, I provide rubrics to help you prepare your work and understand your grades. The rubrics also help make the grading consistent and as objective as possible. As reflected in rubrics, you will lose points factual errors. You

also will lose points for grammar, spelling, and punctuation errors. Follow APA or MLA guidelines or journalistic style, as appropriate.

Grading scale

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

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

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

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

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

Late work: Late assignments decrease by one full letter grade. If the quality of your work merits a B+, for example, then you would receive a C+ if your deliverable arrived late. Late assignments won't be accepted more than one week after the deadline,

resulting in a zero. The only exception is the final portfolio. Because it serves as your "final," portfolios will not be accepted after the deadline.

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

ARTIFICIAL INTELLIGENCE TOOLS

Learning to use AI tools is an emerging skill, and I expect you to use generative AI (e.g., ChatGPT and image generation tools) in this class. You will maintain an AI journal throughout the semester that will inform one of your last assignments. During class, we will discuss appropriate uses of AI tools. I also invite you to visit me during office hours or after class to gain additional guidance.

As you use AI tools, keep in mind:

- AI tools are permitted to help you brainstorm topics, conduct preliminary research or revise work you already have 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.
- Do not assume the information provided is accurate or trustworthy. If AI gives you a fact, assume that 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 footnote on assignment for which you used AI and include a more detailed disclosure in your AI journal that explains how (and why) you used AI as well as the prompts you used to obtain the results. Failure to do so is a violation of academic integrity policies.
- The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

Please ask me if you are unsure about what constitutes unauthorized assistance or what information requires citation or attribution.

ORIGINALITY POLICIES

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

Plagiarism: Don't do it. Presenting someone else's work as your own is a bad idea. Plagiarism includes using someone else's work without appropriately acknowledging or

crediting the source. To avoid problems, I encourage you to complete the USC Libraries [tutorial](#) about academic integrity. Also review the discussion of plagiarism in "Behavior Violating University Standards and Appropriate Outcomes," found in [Part B, Section 11](#) of *SCampus*.

TECHNICAL SUPPORT

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

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

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

COURSE CALENDAR

(subject to change based on circumstances)

Date	Topics	Readings and deadlines
Week 1	**Course introductions and communication fundamentals**	
Monday, Jan. 13	Learning goals: ▪ Discuss the importance of effective communication in the workplace ▪ Recall the purpose of the writing journal	Read: ☐ The syllabus (hey, you're doing it!) Complete: ☐ Three-question survey before or after class ⇒ **Three-question survey due**
Wednesday, Jan. 15	Learning goals: ▪ Write effective subject lines ▪ Apply structure of professional email	Read: ☐ "Writing professional emails in the workplace" ☐ "This is the best way to deliver bad news, according to science" Watch: "How to write better emails at work" ⇒ **In-class activity: deliver bad news** ⇒ **Classmate introduction on Brightspace due**
Week 2	**Identifying trends**	
Monday, Jan. 20	Martin Luther King Jr. Day — University Holiday	
Wednesday, Jan. 22	Learning goals: ▪ Describe the three-step writing process ▪ Identify trends **In-class: Discuss first assignment**	Watch: ☐ Mini lecture ☐ Assignment overview Read: ☐ "What writers can learn from Amazon's famous 6-page memo" ☐ "15 strategies for leaders to identify trends in their industry" Resources: ☐ "Discovering trends" research guide ☐ "Present shock and future sensing"
Week 3	**Evaluating sources**	
Monday, Jan. 27	Learning goals: ▪ Assess sources	Resources: ☐ "Todd's step-by-step guide" ☐ "Organizing Your Social Sciences Research Paper," beginning with *Strategies for Critically Evaluating Web Content* (about midway down) **Arrive to class with two trend ideas** **In-class activities:** ⇒ Assess information ⇒ Refine ideas
Wednesday, Jan. 29	Learning goals ▪ Apply format of a memo ▪ Recognize effective strategies for memos	Read: ☐ "Business memos" ☐ "Guidelines for effective informational memo" ☐ "Annotated memo"

		⇒ Continue researching your topic ⇒ In-class activity: Dissect a memo
Week 4	**Crafting memos**	
Monday, Feb. 3	Learning goals ▪ Apply 'Plain English' ▪ Leverage structure ▪ Discuss best practices in business writing	Read: ☐ "How to improve your business writing" ☐ "A bizspeak blacklist" ☐ "Writing in Plain English" Watch: "Why you should read your memo out loud"
Wednesday, Feb. 5	Learning objectives: ▪ Identify stakeholders ▪ Tailor content to audiences	Reading: "Considering your stakeholders"

Week 5	**Addressing diversity and CSR**	
Monday, Feb. 10	Learning goals: ▪ Identify dimensions of DEI	A1: Upload business memo by 11:59 p.m. Read: ☐ "Diversity, equity and inclusion framework" **In-class activity: Yes, and …**
Wednesday, Feb. 12	Learning goals: ▪ Describe corporate social responsibility and ESG ▪ Identify stakeholders **In-class: Discuss second assignment**	Read: ☐ "Considering your stakeholders" ☐ "Does the CSR message matter?" ☐ "The most innovative corporate social responsibility companies in 2024" Watch: Assignment overview **In-class activity: What's the weakness?**
Week 6	**Developing recommendations**	
Monday, Feb. 17	Learning goals: ▪ List the characteristics of effective report content ▪ Recognize the structure of solutions-oriented reports	Read: ☐ "Writing business reports" Watch: ☐ "A model for preparing recommendation reports" Resource: ☐ Corporate Social Responsibility research guide ⇒ **In-class activity: Review reports** **Identify your sector**
Wednesday, Feb. 19	Learning goals: ▪ Identify strengths and weaknesses in arguments ▪ Fit content to audience	☐ "Crafting a persuasive argument" Resource: ⇒ **In-class activity: Critique a claim*** **Identify your company**
Week 7	**Telling stories with data**	
Monday, Feb. 24	Learning goals: ▪ Describe role of visualizations ▪ Select the best type Tell a story with data	Watch: ☐ "How to choose the right graph for your data" Read: ☐ "How to use charts and graphs effectively" ⇒ **In-class activity: Practice telling 'story'*** **Conduct more research**
Wednesday,	Writing workshop	

Feb. 26		
Week 8	**Polishing reports**	
Monday, March 3	**Learning goals:** ▪ Explain how sentence style affects emphasis ▪ Use techniques to improve readability	Read: ☐ "Sentence writing" ☐ "Rules of good writing" **Continue writing report**
Wednesday, March 5	**Learning goals:** ▪ Apply effective ways to provide feedback	Read: ☐ "Giving feedback for peer review" ⇒ **In-class activity: Exchange feedback on drafts**

Week 9	**Advocating for an organization**	
Monday, March 10	**Learning goals:** ▪ Identify reasons for business leaders to write opinion pieces ▪ Describe how op-eds differ from other forms of business communication ▪ Craft an effective lead	Read: ☐ "Silence is not an option – why op-eds are essential and effective" ☐ "A good lead is everything — here's how to write one" ⇒ **In-class activity: Write a first sentence** ⇒ **A2: Upload report by 11:59 p.m.**
Wednesday, March 12	**Learning goals:** ▪ Recall tips for identifying topics for op-eds **In-class: Third assignment discussed**	Watch assignment overview Read: ☐ "How to write thought-leadership pieces that get published and don't make editors want to die" ☐ "Op-ed writing: Tips and tricks"
SPRING RECESS MARCH 16 — MARCH 23		
Week 10	**Writing conferences**	
Monday, March 24	Each student will have a chance to sign up for a one-on-one meeting with me to get help with their writing during class time both days this week.	
Wednesday, March 26	Work on your op-ed during class time on the day(s) you're not meeting with me.	
Week 11	**Persuasion structures**	
Monday, March 31	**Learning goals:** ▪ Apply the op-ed structure **In-class: Work on opinion piece**	Read: ☐ "Tips for aspiring op-ed writers" Watch: ☐ "How to write an editorial" **In-class activity: Exchange ideas**
Wednesday, April 2	**Learning goals:** ▪ Identify persuasive writing techniques	Read: ☐ "The art of persuasion hasn't changed in 2,000 years" ⇒ **Upload idea for opinion piece** **In-class activity: What are the appeals?**
Week 12		

Monday, April 7		$\Rightarrow$ peer feedback
Wednesday, April 9	In-class: Revising drafts	
Week 13	**POV presentations**	
Monday, April 14		
Wednesday, April 16		
Week 14		
Monday, April 21	Learning goals: ▪ Recall the requirements for final portfolio	$\Rightarrow$ In-class activity: Review portfolio examples
Wednesday, April 23	Work on portfolios	
Week 15	**Preparing portfolios**	
Monday, April 28	In-class writing lab	
Wednesday, April 30	Looking ahead	In-class activity: Survey says …
Upload your final portfolio by 11:59 p.m. Monday, April 5		

IN-CLASS TECHNOLOGY USE

Technology policy

I encourage you to bring laptops to class — for classwork and only classwork. Other e-devices such as cell phones must be completely turned off. Upon request, put your device on the table in off mode and face down. Videotaping faculty lectures is not permitted because of copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Use of recordings

Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcing it to the class. In addition, students may not distribute or use notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

ACADEMIC INTEGRITY

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

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

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

USC STATEMENT ON ACADEMIC AND SUPPORT SYSTEMS

Students with disabilities

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 https://osas.usc.edu/. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500
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.

USC Marshall
School of Business

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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