

**WORLD BACHELOR IN BUSINESS PROGRAM  
FRESHMAN ACADEMY  
Fall 2017**

**Professor:** Jerry Giaquinta, Academic Director, World Bachelor in Business  
Associate Professor, Clinical Business Communication  
Teaching Assistant: Pratiksha Kar - pratiksk@usc.edu

**Office:**

**Telephone:** (213) 740-0627

**Email:** giaquint@marshall.usc.edu

**Office Hours:** By Appointment only. Meetings with students will be located in JFF 237

**Class Time:** Fridays: 10:00 a.m. to 11:50 a.m. in JFF 233

## **INTRODUCTION AND COURSE OBJECTIVES**

The World Bachelor in Business (WBB) partnership is a bold new direction in higher education. Now in its fifth year, you are part of a freshman cohort of 45 students from across the globe to study at three highly regarded business schools, each in a major economic and cultural zone (USC, HKUST, and Bocconi). At the end of four years, you will have completed the required coursework for all three universities, earning a bachelor's degree from each institution.

The WBB is the only undergraduate program of its kind, designed to engage you as intellectually curious and entrepreneurial students in a business curriculum that connects leading-edge teaching methods with cultural immersion and real-world experiences. It is an innovative approach to education that global executives want, an approach that will prepare you for the opportunities of an interconnected world. Your curriculum is designed to give you the analytical, social and language skills that you will need for careers in a rapidly changing business arena.

Faculty thought leaders, experiential learning, exposure to international markets, access to business leaders and membership in influential alumni networks are multiplied by your enrollment at three top universities. This will present opportunities for you to build a global network that will serve you well in your career.

### **WBB Freshman Academy**

The WBB Freshman Academy is an experiential learning course designed to give entering WBB students an introduction to selected academic subject matter, intercultural communication skills, and access to business professionals. Through a combination of faculty led subject matter "boot camps", speakers from the business world, and Marshall administration, you will develop a base-line overview and skills designed to prepare you for WBB coursework and internships over the four year program.

## **REQUIRED MATERIALS**

There is no assigned textbook or course reader for this course. Articles and links to articles will be posted to Blackboard. Occasionally, supplementary articles will be distributed in class. *You should make it a habit of checking Blackboard regularly to look for newly posted materials.* These posted materials and readings will be announced in class and should be carefully prepared before our weekly Friday session.

## **COURSE REQUIREMENTS**

### **Attendance and Promptness**

*Attendance is mandatory for this course.* Please note that there are no excused absences for any reason. This is an experiential course and you must be present to participate. Attendance will be taken at the beginning of each session, and

given the limited number of class meetings, you will put yourself at a significant disadvantage by missing even one class meeting. Only two absences are permitted for extreme circumstances, and permission must be requested ahead of time, or immediately after a hospitalization emergency. Missing more than **two sessions** may result in your receiving NO CREDIT for the course. Students who consistently come to class unprepared will receive **NO CREDIT** for the course.

### Class Participation

You will find that speaking in class is a requisite to achieve good grades in any course at the Marshall School of Business. Your daily participation matters. This class will provide a venue for you to practice speaking up, to engage in course discussion, and to ask questions. We will expect you to ask questions, and to do so, you need to come to class prepared--having thought about how the reading relates to class discussion, or how it relates to the speaker's presentation. Do not be intimidated into silence, and feel free to ask any question that comes to mind. I am here to share my experiences with you, as are the guest speakers. Your questions will help direct the discussion toward areas of interest to you.

## COURSE ASSIGNMENTS

### One-Page Memos

Where designated in the syllabus or in class, you will be required to prepare a one-page memo which capture the *key takeaways* from our lectures/discussions and guest speaker's presentations. In each of the memos you will prepare you should address what conclusions and generalizations you took away from the session. **Do not just summarize what the different speakers said.** Rather, discuss what you learned and describe what you found meaningful. ***When assigned, these assignments are due at the beginning of the next class meeting.*** Failure to turn in these assignments will result in a NO CREDIT grade for the course.

### Writing Concerns

If you are having difficulties with the mechanics of writing, help exists. The USC Writing Center located on the third floor of Taper hall is an excellent resource. You may schedule 30-minute appointments with writing consultants trained to assist you in planning, organizing, and revising your assignments. Some consultants are graduate business students in the Marshall School of Business. Others have special skills in working with students for whom English is a second language. The Writing Center also offers daily workshops on troublesome language and grammar issues, and makes available a number of handouts on an array of grammar and usage points: <http://www.usc.edu/dept/LAS/writing/writingcenter/>.

International students and non-native writers and speakers of English will also want to investigate the help available to them through USC's American Language Institute: <http://dornsife.usc.edu/ali>.

## COURSE EVALUATION

This course is graded on a Credit/No Credit basis.

- Attendance, Class Participation and Professionalism
- Speaker/Articles Summaries
- Quizzes
- Mandatory participation in the final Group Presentation

Failure to receive credit in any single component of this course will result in No Credit for the entire course. Students may be required to resubmit work that is considered substandard. While this course is reported on your official transcript as a Credit/No Credit course, students will earn letter grades. Grades above a C will receive credit for the course. Those below a C will earn a No Credit grade.

### Reasons for Receiving No Credit for the Course

**Level of Academic Performance:** Failing to receive a passing grade in any one of the three components of the grade (as listed above) will result in receiving no credit for the course.

#### Attendance and Participation

- 1) Missing more than **two** of the fourteen class sessions will result in receiving no credit for the course. If you need to miss one of the class sessions, you must be excused by your professor. In addition, you are responsible for

making sure you understand the material that was covered during the missed session and you must prepare a one to two page memo summarizing the material covered and lessons learned during that session.

- 2) Students who consistently come to class unprepared will receive no credit for the course.
- 3) Students who do not make any effort to engage the speakers with questions will be considered non-participatory and will not be look upon as role model for future opportunities.

### **Professionalism and Class Behavior**

As a participant in this experience, you are a representative of the USC Marshall School of Business and your behavior during the class and your interactions with guests affects the reputation of USC and the Marshall School. Therefore, you are expected to behave professionally at all times in class and during the class experiences. Inappropriate behavior (e.g., rude behavior during company visits, class misconduct, sleeping in class, drunkenness, using your smart device, laptop, or other technology, etc.) will result in receiving no credit for the course. In addition, violations of the University Student Conduct Code will be referred to the Office of Student Judicial Affairs and Community Standards (see <http://www.usc.edu/student-affairs/SJACS/>).

## **MARSHALL GUIDELINES**

### **ADD/DROP PROCESS**

In compliance with USC and Marshall's policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. I can drop you from my class if you don't attend the first two sessions.

### **MARSHALL GRADING GUIDELINES**

Course Grading Policy: Marshall's target mean GPA is 3.0 for required classes and 3.3 for electives. Assignment/Exam Grading Policy: The instructor determines what qualifies as an accurate grade on an assignment, exam, or other deliverable, and the instructor's evaluation of the performance of each individual student is the final basis for assigning grades for the course.

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to you, i.e., if I returned a graded paper to you, it is your responsibility to file it, not ours.

### **STATEMENT FOR STUDENTS WITH DISABILITIES**

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 TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### **STATEMENT ON ACADEMIC INTEGRITY**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of 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. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A. <http://www.usc.edu/dept/publications/SCAMPUS/gov/>

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.

The following information on academic integrity, dishonesty, and the grading standard are placed here at the recommendation of the School of Business Administration Faculty and are taken from the Faculty Handbook.

"The University, as an instrument of learning, is predicated on the existence of an environment of integrity. As members of the academic community, faculty, students, and administrative officials share the responsibility for maintaining this environment. Faculty have the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the enterprise may flourish in an open and honest way. Students share this responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Administrative officials are responsible for the establishment and maintenance of procedures to support and enforce those academic standards. Thus, the entire University community bears the responsibility for maintaining an environment of integrity and for taking appropriate action to sanction individuals involved in any violation. When there is a clear indication that such individuals are unwilling or unable to support these standards, they should not be allowed to remain in the University." (Faculty Handbook, 1994: 20)

Academic dishonesty includes: (Faculty Handbook, 1994: 21-22)

1. Examination behavior - any use of external assistance during an examination shall be considered academically dishonest unless expressly permitted by the teacher.
2. Fabrication - any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
3. Plagiarism - the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgment of the original source must be made through recognized referencing practices.
4. Other Types of Academic Dishonesty - submitting a paper written by or obtained from another, using a paper or essay in more than one class without the teacher's express permission, obtaining a copy of an examination in advance without the knowledge and consent of the teacher, changing academic records outside of normal procedures and/or petitions, using another person to complete homework assignments or take-home exams without the knowledge or consent of the teacher.

The use of unauthorized material, communication with fellow students for course assignments, or during a mid-term examination, attempting to benefit from work of another student, past or present, and similar behavior that defeats the intent of an assignment or mid-term examination is unacceptable to the University. It is often difficult to distinguish between a culpable act and inadvertent behavior resulting from the nervous tensions accompanying examinations. Where a clear violation has occurred, however, the instructor may disqualify the student's work as unacceptable and assign a failing mark on the paper.

## TECHNOLOGY USE IN THE CLASSROOM

Please note that communication devices capable of sending and/or receiving electronic communication and all entertainment devices, such as iPads, iPods, and other MP3 players, are to be turned off and kept off throughout class sessions. Receiving or sending communication during class disrupts the learning environment and is rude to those around you. Laptops **cannot be used** during class, unless the professor has given express permission to do so. Internet connections are also prohibited unless otherwise stated by the professor. You might also be asked to deposit your devices in a designated area in the classroom. Please be respectful!

## STATEMENT ON COURSE RECORDING AND COPYRIGHT CONCERNS

It is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor. No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

Students are expected to be familiar with USC's Academic Integrity Policies (i.e., copying, fraudulent possession of an exam, plagiarism, submission of purchased papers, submitting the same assignment to more than one instructor) and be aware of recommended sanctions (i.e., F for the course, suspension or expulsion) associated with violating such policies. See Appendix A in the SCAMPUS Guidebook for more detail.

## EMERGENCY PREPAREDNESS/COURSE CONTINUITY

In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu).

## INCOMPLETE GRADES

In incomplete (IN) grade may be assigned due to an "emergency" that occurs after the 12<sup>th</sup> week of classes. 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 12<sup>th</sup> week, the student still has the option of dropping the class. Arrangements for completing an IN course should be initiated by the student, and negotiated with the instructor. Class work to complete the course should 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.

## EVALUATION OF YOUR WORK

You may regard each of your assignments as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If, however, you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment.

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. Students may appeal a grade according to university policy as set forth in SCampus. Faculty may initiate a change in grade if there is an error in the calculation of a grade. However, 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 on page 125 of SCampus and at: [http://www.usc.edu/dept/publications/SCAMPUS/gov/disputed\\_academic\\_evaluation\\_procedures.html](http://www.usc.edu/dept/publications/SCAMPUS/gov/disputed_academic_evaluation_procedures.html)

## RETURNED COURSEWORK

Returned paperwork, unclaimed by a student, will be discarded after 4 weeks and hence, will not be available should a grade appeal be pursued following receipt of his/her grade.

## WBB FRESHMAN ACADEMY COURSE SCHEDULE

- |    |       |  |                                     |
|----|-------|--|-------------------------------------|
| 1  | 8/25  | <b>Course Introduction and Global Social Impact Program</b><br><i>Professor Giaquinta and Drew Bonfiglio (Emzingo)</i>                               |                                     |
| 2  | 9/01  | <b>WBB Curriculum Orientation</b><br><i>Sean O'Connell, Director Int'l Business Programs</i>   |                                     |
| 3  | 9/08  | <b>Cultural Navigation*</b><br><i>Dr.Gita Govahi, Asst. Dean Instructional Support</i>   | <i>Meet in JFF-ELC (A-F)</i>        |
| 4  | 9/15  | <b>Business Professional Speaker*</b><br><i>Guest Speaker: Rob Malcolm</i>   | <i>Business Professional Attire</i> |
| 5  | 9/22  | <b>Finance Bootcamp</b><br><i>Professor Ty Callahan, Vice Dean Undergraduate Programs</i>  |                                     |
| 6  | 9/29  | <b>USC Marshall Career Services</b><br><i>Kira Dalton, Assoc. Director, Undergrad. Marshall Career Services</i>                                      |                                     |
| 7  | 10/06 | <b>Social Entrepreneurship Bootcamp</b><br><i>Professor Adlai Wertman</i>  |                                     |
| 8  | 10/13 | <b>Leadership Bootcamp</b><br><i>Dean James Ellis and Professor Jody Tolan</i>   |                                     |
| 9  | 10/20 | <b>Research and Data Analytics Bootcamp</b><br><i>Helga Harroldson, Marshall Library</i><br><i>Pratiksha Kar ,Business Analytics Masters Program</i> |                                     |
| 10 | 10/27 | <b>Business Professional Speaker</b><br><i>Guest Speaker:John Gallegos; Gallegos United</i>  | <i>Business Professional Attire</i> |
| 11 | 11/03 | <b>Consulting Bootcamp</b><br><i>Professor Giaquinta and Boston Consulting Group</i>   | <i>Business Professional Attire</i> |
| 12 | 11/10 | <b>What to Expect at HKUST and Bocconi</b><br><i>Fourth Year WBB Students</i>  |                                     |
| 12 | 11/17 | <b>Business Communication Bootcamp</b><br><i>Professor Giaquinta</i>   |                                     |
| 14 | 11/24 | <b>Thanksgiving Break</b>  |                                     |
| 15 | 12/01 | <b>Team Presentations and Course Wrap-up</b><br><i>Team Presentations</i>  |                                     |

**Memo+** A one page memo on the content of the previous session is due *at the beginning of the next class.*

**Quizzes** Be prepared for quizzes, announced or unannounced at anytime. Quizzes will cover any and all material and speakers covered in classes prior to the quiz session, and any articles assigned for reading.

## APPENDIX A: COURSE EVALUATION CRITERIA

### A: Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Demonstrates excellent listening by remaining on "same page" as rest of class as demonstrated by comments
- Brings up questions that need to be further explored
- Clarifies points that other may not understand
- Actively participates in simulations and classroom exercises
- Demonstrates ability to apply, analyze, evaluate, and synthesize course material
- Demonstrates willingness to take risk in attempting to answer unpopular questions
- Sits at the front of the room during class and at corporate visits
- Demonstrates high quality professionalism at all times
- Perfect on time attendance
- Average to Above average scores on quizzes and synopses

### B: Average to Good Performance

- Misses a class session
- Participates in actively participates class discussion but does not lead them
- Provides good information but little analysis
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze/apply course material
- Demonstrates willingness to attempt to answer questions
- Average Scores on quizzes and synopses

### C: Below Average Performance

- Misses a class session
- Participates in group discussion only when solicited
  - -occasional input, often irrelevant, unrelated to topic
  - -reluctant to share info
  - -not following flow of ideas
  - -personal application only
- Demonstrates minimal knowledge of course material
- Repeats information heard from others without synthesis
- Attends class but is late or unprepared
- Drains energy from class goals
- Sits at the back of the class or room during corporate visits
- Sleeps in class or during executive presentations
- Exits and re-enters room during guest speakers or during corporate visits
- Shows little interest in topics of discussion
- Below average Scores on quizzes and synopses

### No Credit: Unacceptable Performance

- Fails to participate even when specifically asked
  - -gives no input
- Does not demonstrate knowledge of readings
- Shows up to class; does nothing, is a distraction to others
- Behaves toward others in disruptive fashion, for example, sarcastic comments aimed at others
- Misses more than one class session
- Demonstrates behaviors unacceptable to the University of Southern California
- Low scores on quizzes and synopses
- Failure to turn in required course work

## APPENDIX B: TEMPLATES FOR MEMORANDUMS (size 12 font)

Date: Current date here  
To: Professor Giaquinta  
From: Your name  
Re: Memorandum format should be clear, concise, and very specific – no fluff!

Begin your memorandum with a strong purpose which should then roll into the main idea of your memorandum. The first paragraph in your memo should contain statements that are clear, accurate, and motivate the reader into action. Remember, a high quality memo addresses one subject only. The opening paragraph highlights the significant facts that will be explained in detail below. Each point should be addressed briefly in the opening as well as the action that the reader should take based on the writer's suggestions.

### HEADINGS & SUBHEADINGS SHOULD BE USED FOR EACH KEY POINT

Headings and subheading help to break up the monotony for the reader. They also act as transitions and/or placement markers for your ideas. If the reader would just read the subject line and then each heading/subheading, the entire "story" of the memorandum should be obvious.

- Bullets can be used for facts that are random yet related
- Bullets can be full statements or fragments depending on your style

### ALWAYS KEEP YOUR READER IN MIND

1. Numbers should be used for ideas that have a chronological flow.
2. Be as concise as possible for the reader's sake. Keep it short and simple (K.I.S.S.). Use short paragraphs.
3. Your memo should highlight and offer supporting evidence that you want to make sure the reader knows.
4. Make sure you proofread your memo and pay special attention to spelling, grammar, and formatting consistencies.

### NEVER WASTE YOUR READER'S TIME

When you write, be mindful of the purpose and make sure you take the time to answer any potential questions the reader might have based on your statements and opinions. Remember this is a conversation that you are having with the reader and you need to make sure that the knowledge you are conveying is clear and direct.

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Writing a well thought out memorandum is not as easy as it may appear. The opening must be direct and specific. The body needs to address the areas of concern clearly and concisely while offering enough evidence to support opinions, and the close needs to wrap up the entire document and direct the reader to the next steps that are requested from the writer of the memorandum. Based on the material discussed above we are looking forward to reading your memorandums in the near future. If you have any questions, please feel welcome to contact Carl Voigt at [cvoigt@marshall.usc.edu](mailto:cvoigt@marshall.usc.edu), or your GLP course leaders. Have a great day. We are always here to help.

## APPENDIX C: MEMO EVALUATION PROTOCOL

Your content should be contemporary, reliable, sensible, and relevant. Each work product will get a grade based on the quality of the work:

- "A range = Outstanding or exceptional work.
  - Reflects mastery of course, concepts, tools, and techniques, plus a solid understanding of implications, applications, or interrelationships, as may be appropriate.
  - Reflects your ability to apply and express that understanding with meaningful language. In business, this would mean your manager would accept the work with no revision, be willing to put his or her name on it, and send it forward.
  - Signifies that the communication
    - contains a clear, early statement of the purpose and message summary
    - states the sender's conclusion as the receiver's main idea
    - has a carefully developed opening, middle, and close
    - recognizes complexities by thoughtfully addressing more than one of them
    - includes strongly supportive details
    - is logically developed and well-organized
    - uses appropriate visual aids
    - employs a style and tone appropriate to the occasion.
  - Demonstrates mature sentence variety and paragraph development
    - contains few, if any, clichés
    - considers who does what next
    - AND is free of grammar and usage errors.

To put it another way, an "A" indicates a work product that I, as a manager, would simply endorse and pass on to the next level.

- "B" range = Acceptable work. At or just below expectation. Demonstrates limited proofreading effort, lack of attention to organization and only minimal attempt to insure that message is both coherent and concise.
- "C" range = Unacceptable. The work is well below expectation and demonstrates little or no effort to develop a professional work product. Immediately make an appointment to see me.
- Below "C" range = This grade is reserved for special cases. Work products that fail to carry out the assignment in word or deed get this notation. Moreover, presentations that are read and/or memorized are dealt a similar fate.