

USC Marshall School of Business

BUAD 308-Advanced Business Finance

Section 14861R Tuesday/Thursday 6-7:50pm JFF 414

Professor: Tiange Ye

Office: HOH 110

Email: tiange.ye@marshall.usc.edu

Professor Office Hours:

- Time: Tuesday 3-4pm/Thursday 1-2pm
- Location: TBD/or via zoom
- No office hours on school holidays.
- Any adjustment will be announced on Blackboard.
- If neither of the above time works for you, please send me an email to schedule a different time.

TAs: Please see Blackboard

TA Office Hours: Please see Blackboard announcements.

Course Administrator: Marc Choueiti (buad306@marshall.usc.edu). Marc handles the administrative aspects of the course. Please email Marc your official OSAS accommodations letter.

Course Description

BUAD 308 is an advanced (i.e., rigorous and accelerated) fundamentals course in business finance. Finance is a way of thinking about and analyzing economic problems that involve uncertainty over time. This course provides a 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.

BUAD 308 is an advanced version of BUAD 306. It is designed for motivated and well-prepared students, especially those intending to pursue a finance-focused curriculum (finance emphasis or finance minor) and/or a career in financial services (e.g., investment banking, investment management), corporate finance, or related fields.

My Objective: By the end of the semester, you will be able to read the newspaper intelligently; make sensible personal financial decisions in your own life; and if planning to pursue a career in finance, come to understand whether this is the right fit for you, and how to provide substantive answers at job/internship interviews.

Learning Objectives (Details)

Through lecture, case analysis, worked samples, 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 text (**FREE ONLINE**) is *Corporate Finance*, 5th Edition by Welch, 2022. ISBN-13: 978-0-9840049-0-4, <https://book.ivo-welch.info/home/>

Recommend text: *Fundamentals of Corporate Finance*, 13th Edition by Ross, Westerfield and Jordan, McGraw-Hill Education, New York, NY, 2019.

Prerequisites and/or Recommended Preparation (same for both BUAD 308 and BUAD 306):

There are no formal prerequisites for BUAD 308/306. While there are no formal prerequisites, students will be better prepared if they have previously taken, or are concurrently taking, courses in microeconomics, macroeconomics, financial accounting, and statistics. AP courses in high school are sufficient, or any college level courses in these areas. If you have no prior exposure to these areas of study, and are not in a hurry to take BUAD 308/306, it makes sense to take the following courses (required for Marshall majors) prior to, or concurrently with, BUAD 308/306:

- ECON 351x Microeconomics for Business
- ECON 352x Macroeconomics for Business
- BUAD 280 Introduction to Financial Accounting
- BUAD 310g (or 312g) Applied Business Statistics

If you are in a hurry to take BUAD 308/306 and have not completed the recommended prep, you should expect that some portions of the course will require more effort on your part and/or be more challenging to master.

Additional course materials are accessed via Blackboard (blackboard.usc.edu).

Grading Summary

The final grade has four components:

Assessment	% of Grade
Participation	10%
Assignments	15%
Midterm 1	25%
Midterm 2	25%
Final	25%
Total:	100%

Final grades will be given based on demonstrated mastery of the learning objectives. There is no mandated grading target for this course. Any and all students who complete work on time, come prepared and participate in class, and demonstrate mastery of the learning objectives can earn an A in the course. 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. **Midterm and Final Exams.** Exams will be administered in-person. Details regarding the testing protocol and allowed materials will be provided. At a minimum, you will be provided with any relevant equations (and some irrelevant ones).
2. **Exam Absence Policy:** Students are required to take the midterms and final during the arranged administration period. **If you are not able to take the midterms and final on the dates specified in the schedule, you should not take this class. There will be no make-up exams.** However, there are legitimate reasons for missing an exam. If you provide documentation of serious medical problems or crime incidents for missing a test, your grade will be based on the score of the remaining assessments. If you miss more than one test, additional missed tests will be scored as a zero, unless a mark of INCOMPLETE is warranted.
3. **Assignments.** There will be 11 assignments posted to Blackboard during the course. **The lowest assignment grade will be dropped when calculating the final grade.** Assignments are designed as part of the asynchronous learning and to provide practice material during the course.
4. **Assignment Submission Policy:** Assignments must be turned in on the due date/time electronically via Blackboard. Late or not, you are expected to complete all required assignments to pass this course. If you have connectivity issues, please contact your Course Administrator or instructor **as soon as possible**. Any assignment turned in late will not receive full credit:
 - Late by less than 24 hours: half credit (50 points deduction)
 - Late by more than 24 hours: no credit

Classroom Policy:

1. Laptop:
 - Please bring a laptop to class as there may be survey/quiz during the class.
 - Laptop/Pad usage is allowed for study purpose only (taking notes, using calculator/excel, etc.)
2. All other electronics:
 - Usage of all other electronics (include phone, recording device, etc.) are not allowed without explicit permission.
3. Please respect others:
 - Silence all your electronic devices.
 - Don't talk loudly with others during the class.
 - Don't bring food with strong smell.
4. **Questions and discussions are welcomed!** Feel free to interrupt me if you have any questions.

COURSE CALENDAR

Date	Topic	Book Material	Assignments
Week 1 August 22	Welcome and Introduction	Welch chapter 1	
Week 1 August 24	Time Value of Money	Welch chapter 2	Assignment 1(Due August 31)
Week 2 August 29	Annuities and Perpetuities	Welch chapter 3	
Week 2 August 31	Capital Budgeting Rule: NPV and IRR	Welch chapter 4	

Week 3 September 5	Capital Budgeting Rule: NPV and IRR (Cont'd)	Welch chapter 4	Assignment 2 (Due September 12)
Week 3 September 7	Time-Varying Rates of Return, US Treasuries, Yield Curve, Inflation, Real Rates	Welch chapter 5	
Week 4 September 12	Time-Varying Rates of Return, US Treasuries, Yield Curve, Inflation, Real Rates (Cont'd)	Welch chapter 5	Assignment 3 (Due September 19)
Week 4 September 14	Uncertainty	Welch chapter 6	
Week 5 September 19	Uncertainty (Cont'd)	Welch chapter 6	Assignment 4 (Due September 26)
Week 5 September 21	Midterm 1 Review		
Week 6 September 26	Midterm 1		
Week 6 September 28	First Look at Investment	Welch chapter 7	
Week 7 October 3	Risk and Reward	Welch chapter 8	Assignment 5 (Due October 10)
Week 7 October 5	Benchmarked Costs of Capital	Welch chapter 9	
Week 8 October 10	The Capital Asset Pricing Model	Welch chapter 10	
Week 8 October 12	<i>Fall Recess – No class</i>		
Week 9 October 17	The Capital Asset Pricing Model (Cont'd)	Welch chapter 10	Assignment 6 (Due October 24)
Week 9 October 19	Market Imperfection	Welch chapter 11	
Week 10 October 24	Efficient Market and Behavior Finance	Welch chapter 12	Assignment 7 (Due October 31)
Week 10 October 26	Midterm 2 Review		
Week 11 October 31	Midterm 2		
Week 11 November 2	From Financial Statement to Expected Cash Flow	Welch chapter 14	
Week 12 November 7	From Financial Statement to Expected Cash Flow (Cont'd)	Welch chapter 14	Assignment 8 (Due November 14)
Week 12 November 9	Valuation from Comparables and Financial Ratios	Welch chapter 15	
Week 13 November 14	Corporate Claims	Welch chapter 16	Assignment 9 (Due November 21)
Week 13	Capital Structure - Perfect Market	Welch chapter 17	

November 16			
Week 14 November 21	Capital Structure – With Taxes	Welch chapter 18	Assignment 10 (Due November 28)
Week 14 November 23	<i>Thanksgiving – No class</i>		
Week 15 November 28	Equity Payouts	Welch chapter 20	Assignment 11 (Due December 4)
Week 15 November 30	Final Review		
Thursday December 7 7-9pm	Final Exam		

ADDITIONAL INFORMATION

Teaching Assistants

The teaching assistants are listed on 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/>.

Students with Disabilities

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.

Emergency Preparedness/Course Continuity

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

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, online synchronous and asynchronous lectures, online and in-person assessments, and so forth. You will need up-to-date hardware and software as specified below for access to the internet, using Zoom, and accessing Blackboard.

The lecture presentations, links to articles, assignments, quizzes, and rubrics 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);
- A working video camera with microphone for use on Zoom;
- Microsoft Word as your word processing 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.

Minimal Technical Skills Needed

Minimal technical skills are needed in this course. Most asynchronous course work will be completed and submitted in Blackboard. Synchronous sessions are intended to be held in person, but you should be prepared to attend synchronous sessions on Zoom if necessary. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

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

Class Conduct/Netiquette

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience 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. This applies equally in face-to-face and online settings.

Statement on Academic Conduct and Support Systems

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 State-ment" (<https://www.marshall.usc.edu/about/open-expression-statement>).

USC Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic mis-

conduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

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

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

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

studenthealth.usc.edu/counseling

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

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

suicidepreventionlifeline.org

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

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

studenthealth.usc.edu/sexual-assault

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

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

equity.usc.edu, titleix.usc.edu

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

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

usc-advocate.symplicity.com/care_report

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

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

dsp.usc.edu

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

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

campussupport.usc.edu

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

Diversity at USC - (213) 740-2101

diversity.usc.edu

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

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

dps.usc.edu, emergency.usc.edu

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

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

dps.usc.edu

Non-emergency assistance or information.

Appendix: Undergraduate Program Learning Goals and Objectives *(updated 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

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

During a disaster you will need to be able to teach within one week of the disaster. In preparation you should spend some time in Blackboard, upload a syllabus, and prepare to teach at least one class outside of the classroom.

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

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 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”

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

Updated 10/31/18

