



BUAD 280 – Introduction to Financial Accounting

Spring 2017 Course Syllabus

Professor: Ruben A. Davila

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Section	Day	Class Time	Room	Lab – Time, Location	Final Exam
14514R	TTh	12:30 – 1:50 pm	JFF 233	F, 8 – 9:45 am, TBD	Sat, 5/6, 8 – 10 am
14515R	TTh	2:00 – 3:20 pm	JFF 233	F, 8 – 9:45 am, TBD	Sat, 5/6, 8 – 10 am

Important Dates:

MLK Jr.	M – 1/16	Holiday
Excel Lab #1	F – 1/27	8 to 9:45 am, Location to be determined
Lab	F – 2/10	8 to 9:45 am, Location TBD,
President’s Day	M – 2/20	Holiday
Exam #1	F – 2/17	8 to 9:45 am; Location TBD
Drop without “W”	F – 2/24	Last day to drop without a “W”
Change P/NP to Letter	F – 2/24	Last day to change from P/NP to Letter Grade
Spring Break	3/12 – 3/19	
Excel Lab #2	F - 3/24	8 to 9:45 am, Location to be determined
Exam #2	F – 3/29	8 to 9:45 am ; Location TBD
Excel Lab #3	F – 4/7	8 to 9:45 am, Location to be determined
Drop Date with a “W”	F – 4/12	Last day to drop with a “W”
Exam #3/Final	Sat - 5/6	8 to 10 am; Location TBD
Lab Dates	Fridays	Reserve Fridays until all lab/lecture dates are finalized

DISCLOSURE HIGHLIGHTS

▪ **Consistent Attendance, Preparation, and Participation Are Key to Doing Well**

The nature of the material and structure of the course make it difficult to pass the course unless you attend regularly, come to class prepared, do assignments and participate. Course content steadily builds upon itself and does not lend itself to cramming. The course is participative with discussion and group work emphasized throughout the course. Timely attendance and participation are expected and impact your overall grade.

• **Course Communications: Professor ↔ Student**

I use the Blackboard email function to communicate with the class. Make sure you configure and maintain your email to receive these communications. The best way to contact me is via email. I check it regularly. All email communications must include “BUAD 280” in the subject line. I rarely check voice mails

▪ **Grading is Based On Your Relative Performance with a Target Overall 3.0 grade**

Marshall policies provide a target mean GPA of 3.0. As a result, approximately half the class will fall above and below this average. Your grade is based on your relative performance versus your peers on graded assessments throughout the course. Trying hard is important, but not enough. You must perform. I have limited discretion to adjust course grades up or down based on the overall performance of a given class, based on my experience and expectations with this and similar courses.

• **In-Class Use of Electronics and Personal Communications Devices Not Allowed – No Exceptions**

Mobile phones, computers, laptops, tablets, etc. may not be used during class in accordance with Marshall policies. These devices should be turned off and put away during class – no exceptions. Occasionally, critical communications are necessary and must be dealt with immediately. In these circumstances, take these communications outside classroom – exit and re-enter the classroom in the least disruptive manner.

▪ **Professional and Ethical Conduct are Expected**

Be courteous and respectful to your classmates, teacher and visitors to our classroom. Show up to class on time, prepared, and stay the entire session. On occasion, everyone is late, has to leave early or must miss class for valid reasons. Email if you are in this situation so we can make necessary accommodations. You are responsible for material covered if you miss any part of a class. If you are late, enter class in the least disruptive manner. Academic integrity is taken seriously and will be enforced. Work must be the product of the individual or individuals named on the assignment. See SCampus for USC's academic integrity principles and sanctions for violating these principles.

▪ **The Course Involves Work Inside and Outside the Classroom.**

You will apply course principles and concepts to a variety of different business situations. Adequate preparation involves analyzing scenarios or problems covered in lectures, homework, assignments, quizzes, projects, etc.

• **You Responsible for Information on Blackboard**

Course information is communicated via Blackboard. All postings are in the 'Content' folder including "Weekly Updates." Weekly Updates provide course information about the upcoming week's readings, assignments, quizzes, etc. As a general rule, Weekly Updates will be posted by Friday for the following week. Other resources and information posted to Blackboard include office hours, selected solutions, etc.

• **Course Materials Are Copyrighted; No Video or Audio Recording**

All course materials are copyrighted and may not be copied, posted, distributed or otherwise shared without express written consent. Courses may not be videoed per USC policy. Audio recordings are allowed, but only with my express written permission.

• **Accommodations**

Notify me via email to set up a meeting if you require accommodation. See further discussion below on page 7

• **We are Special!**

BUAD 280 sections vary from instructors to instructor. We will cover the same content but not necessarily in the same sequence with some variation in depth. We will not have the same quizzes, homework, individual research assignments, or final exams, etc.

Course Description

This is an introduction to accounting course for undergraduate students whose majors require: understanding the impacts business transactions have on organizations; knowledge of basic accounting principles and techniques; and the ability to leverage the variety of information the accounting discipline provides managers, owners and other stakeholders. The primary focus of the course is the development, presentation and understanding of financial accounting information useful to a variety of stakeholders when analyzing results and supporting decisions related to business operations and financial position, cash flows, income generation, asset acquisition, and financing activities.

Learning Objectives

Upon completion of this course, you should be able to:

- Demonstrate an understanding of the key principles and assumptions used by accountants when providing information to management and other stakeholders by answering questions and solving problems. (*Marshall Learning Goal 1.1, 3.2, 3.3, 3.4*)
- Demonstrate an understanding of Generally Accepted Accounting Principles and their impact on the conduct of management and business leaders by answering questions and solving problems. (*Marshall Learning Goal 5.1*)
- Explain how management, other stakeholders and the business community use key sections of the balance sheet, income statement and statement of cash flows to make decisions by evaluating business transactions, preparing financial statements and analyzing relevant financial statement information. (*Marshall Learning Goal 2.2, 3.2, 3.3, 3.4, 4.2*)
- Analyze cash impact of business transactions by creating a statement of cash flows from a series of transactions and account balance changes. (*Marshall Learning Goal 3.2, 3.3, 3.4, 4.2*)
- Evaluate the impacts of accrual based accounting and management decisions on financial statement presentation and stakeholder choices by analyzing a variety of business activities / scenarios and developing journal entries. (*Marshall Learning Goal 3.2, 3.3., 3.4, 4.1*)
- Describe a business operating cycle and demonstrate the impact of various operating activities by applying accounting principles and techniques to produce journal entries, develop appropriate adjustments, and produce a multi-step income statement in good form. (*Marshall Learning Goal 1.1, 3.2, 3.3, 3.4*)

- Describe a business financial position and demonstrate the impact of various financing and investing activities by applying accounting principles and techniques to produce journal entries, develop appropriate adjustments, and produce a classified balance sheet in good form. (*Marshall Learning Goal 1.1, 1.2, 3.2, 3.3, 3.4*)
- Evaluate the general financial performance of an organization and the impact of management decisions on financial results by analyzing a variety of financial ratios and developing an opinion on potential employment by and / or investment in a large public company. (*Marshall Learning Goal 3.2, 3.3, 3.4, 5.2*)
- Demonstrate the ability to leverage technology to generate and analyze accounting information by leveraging basic financial accounting systems to record and report financial accounting data and spreadsheets to develop and analyze financial accounting information. (*Marshall Learning Goal 1.4, 3.2, 3.3, 3.4*)

To achieve these learning objectives, a combination of background reading, interactive discussion / lecture and practice problems will be utilized. Please note, the most important word in the sentence above is “interactive.” The reason is that research on learning indicates it is very difficult to gain anything more than a superficial understanding of material without practice and feedback. Therefore, you should expect our class sessions to incorporate a substantial amount of both.

To demonstrate your achievement of the learning objectives stated above: 1) you will be required to demonstrate your knowledge by individually working problems during quizzes and exams; and 2) you may complete class group assignments on an ad hoc basis at the professor’s discretion.

Required Materials

The following book is available in the bookstore:

- Kimmel, P.D., Weygandt, J.J., Kieso, D.E. (2016). *Financial Accounting: Tools for Business Decision Making, 8th Ed.* New Jersey: Wiley (978-1-118-55255-1)

Feel free to purchase the text online and the cheapest source. But purchase the 8th edition as all assignments will be from the 8th edition.

Prerequisites and Recommended Preparation

There are no formal prerequisites for this course. But you may consider reading a general business periodical or newspaper’s financial section as part of your business education. There are multiple publications subscriptions available at a discounted student price including: Wall Street Journal, Fortune, Bloomberg Businessweek, the Economist, Forbes, Barrons.

In addition, you will find it helpful to bring a calculator to class to work discussion problems and in class assignments. For exams, only school provided calculators will be allowed.

Grading Policies

Your grade in this class will be determined by your relative performance on exams, quizzes (dropping the lowest one), in-class exercises, and a team presentation. The total class score will be weighted as follows:

	Weight
Exam I	25%
Exam II	25%
Final Exam	25%
Quizzes	10%
Homework	5%
Participation/Excel labs	5%
Individual project	5%

After each student’s weighted total points are determined for the semester, letter grades will be assigned based on a relative rank order or curve according to Marshall School of Business grading guidelines.

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a 3.0 (i.e., a “B”). Three items are considered when assigning final grades:

1. Your score for each of the items above weighted by the appropriate factor and summed.
2. Your overall percentage score for the course.
3. Your rank among all students in the courses taught by your instructor during the current semester.

The grade of “W” is allowed only if a student withdraws after the official add period and before the end of the drop period during the semester. The grade of incomplete (IN) can be assigned only if there is work not completed because of a documented illness or unforeseen emergency occurring after the drop period of the semester that prevents the student

from completing the semester. 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 end of the drop period, the student still has the option of dropping the class so incompletes will not be considered. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. All work required to replace the IN with a final grade must be completed within one calendar year from the date the IN was assigned. If the student does not complete the work within the year, the IN will automatically be converted to a grade of F.

Assignments and Grading Detail

Expectations regarding your performance on exams, quizzes, in-class exercises and the team presentation are as follows:

Exams - The exam dates for this fall are as follows:

Exam I	Friday	February 17 th	(8:00 AM – 9:45 AM)
Exam II	Friday	March 31 st	(8:00 AM – 9:45 PM)
Final exam	Saturday	May 6 th	(8:00 AM – 10:00 AM)

Examinations are closed book and consist of multiple choice questions, essays, short answers and problems. Exam coverage is based on material covered in class sessions, course assignments and readings. There will be material covered in class sessions that is not in the text. Exams cover material in class through the date of the exam. Exams are not cumulative and are based on material covered subsequent to the previous exam.

Prepping for exams involves dedication and ends only when you can: 1) identify relevant issues ; 2) analyze data and transform it into information to be used in a comprehensive answer; and 3) explain what you did using techniques demonstrated in class; 4) explain and interpret information/answers derived. Success involves a number of steps. First, do the advanced preparation for each class session. Second, rework class problem and working through additional suggested problems. Third is asking questions and getting help as we cover material to solidify your understanding of the material. Accounting does not lend it self to cramming or ‘get it’ right just prior to an exam. Remember, on exams you will be required to perform all work (e.g., problem setup, solution generation, and answer presentation) on your own.

Under NO circumstances are you allowed to take or keep the Examination Questions portion of any examination. This includes taking the Exam Questions from the room in which the exam is administered or taking them during the session when the graded exam is reviewed. Violations will result in a zero grade being awarded for the examination taken.

Make-up exams will be given only in, what in my judgment are, extreme emergency situations justified by a legitimate excuse, and supported by appropriate and adequate documentation. This is consistent with Leventhal and Marshall policies that you should take your exam at the scheduled time unless there is a very serious emergency AND you can properly document this emergency. My first preference will always be that students take all examinations. Students will always be required to take the final exam if they legitimately miss the final exam based on the above criterion.

If you arrive late to an exam, you may not take extra time to complete the exam unless there is a legitimate and documented emergency situation as noted above. If you are late, you must turn in your exam at the end of the exam period, irrespective of when you start the exam.

Finally, you must take the final exam at the scheduled time, unless an incomplete form has been negotiated and approved according to Marshall and Leventhal policies (or, of course, unless there is an emergency, as above). See the LSOA standards attached to the end of the syllabus for further information.

Exam Accommodations: **Students requiring accommodations for exams through the DSP Learning Center should notify me via email by 2/2 to set up a meeting.** See Statement on Students with Disabilities below.

No Exam Conflicts - there should be no conflicts with the exam dates listed above. On rare occasions there may be an activity or function where your represent the University requiring your participation that may warrant missing an examination. In this case, notify me via email by 2/2 to set up a meeting so we can discuss your situation, determine if it warrants a conflict, appropriate alternative arrangements can be made. Non-university activities will not excuse you from taking the exam at the designated day and time.

Make-up exams - Leventhal and Marshall policies require you to take your exam at the scheduled time unless there is a very serious emergency AND tha that you can properly and adequately document. Inform me of any such emergency as quickly as possible. I will determine whether or not you take a make-up exam or if you receive a normalized grade based on future exams. My first preference will always be that students take all examinations if at all possible. You will always be required to take the final exam at the scheduled time, unless an incomplete form has been negotiated and

approved according to Marshall and Leventhal policies (or, of course, unless there is an emergency, as above). See LSOA standards attached to the end of the syllabus for further information.

Graded Exams - If you have any questions, concerns, or issues regarding an examination grade, you must contact me via email to set up a meeting within two weeks of the return of the examination. For the final examination, you have four weeks after the commencement of the Fall semester. After passage of the designated periods above, examination grades are final.

Excel Labs

There are 3 Excel lab sessions scheduled this semester with dates as follows:

Lab I	Friday	January 27 th	(8:00 AM – 9:45 AM)
Lab II	Friday	March 24 th	(8:00 AM – 9:45 AM)
Lab III	Friday	April 7 th	(8:00 AM – 9:45 AM)

Attendance and participation is **mandatory**. The labs will teach you “best practices” of Excel-based financial modeling (and will be fun!). Bring a laptop with Microsoft Excel installed to each lab session. Notify me if **you do not have Microsoft Excel installed on your laptop at least a week before the first lab date**.

Other Friday Lab Dates

Reserve all remaining Friday lab dates. We will use most, not all, of these dates for class meetings and speakers. These labs will be posted as soon as they become finalized. We will use the February 10th date with at least 3 to 5 more to come.

Quizzes

Quizzes are closed book and based on material covered during the previous lectures, readings, and/or assignments. There are no make-up quizzes as you are allowed to drop your lowest quiz score. Quizzes may be given at the beginning, during or at the end of class sessions. If you miss a quiz because you arrive late or leave early during a time when a quiz is administered, you will be deemed to have missed the quiz and will not be allowed to make it up. If you miss a quiz for any reason you will receive a grade of zero for that quiz and this quiz may be dropped as your lowest quiz score. If you miss more than one quiz, the zero scores will stand and will be included in the computation of your final grade.

Quizzes may be announced or unannounced. As a general rule, pending quizzes will be posted on Blackboard in Weekly Postings and related Addendums. We generally will have a quiz once a week or so.

Individual Project

IP is a research based assignment requiring you answer specific questions and analyze financial information about a public company. Excel-based models will be used to evaluate the company’s comparative performance over the last several years. You will document your results by delivering a professional / high quality copy of the report as indicated in the class schedule. Instructions will distributed later this semester.

HOMEWORK versus Suggested and Class Discussion Assignments

“Suggested assignments” included in the course schedule are not be collected or graded. These assignments are provided so that you may work through these assignments and help solidify your understanding of the material covered IF you believe you would benefit from the extra work. Solutions to these assignments will be posted Blackboard once the material has been covered if available.

“Homework assignments” are collected and graded. Homework assignments and related due dates are posted on Blackboard. Homework grades are based solely on effort extended and quality of work performed. The objective of homework is to learn by applying the concepts and principles covered in the course. Solutions to these assignments will be posted in Blackboard when possible.

Please note that I do not accept “emailed” homework assignments. If you cannot make a class session, either have a classmate turn in the assignment for you or drop off the assignments in my mailbox. Assignments are due at the beginning of each session. Late assignments will receive point deductions for each day late. Staple your homework.

“Class assignments” are not collected or graded but serve as the basis for class discussions. It is important that you identify issues or areas of uncertainty when preparing these problems or cases for class discussion. These assignments serve as an important tool in developing a full appreciation and understanding of the complex areas we will cover in class. Your preparedness in this area will also strongly impact your class participation points. Solutions to these assignments will be posted in Blackboard when possible.

CLASS PARTICIPATION/CONTRIBUTIONS

Class contribution points are awarded based on timely attendance and participation. Participation points receive twice the weight of attendance points in determining this portion of your grade. Attendance will be taken in every class sessions using a sign-in sheet. It is your responsibility to sign in for each full session attended. Note that being late more than two times will incur reductions in participation points.

Participation points will be awarded based on what I judge to be substantive contributions to the learning process. Examples include: asking questions in areas where you are confused; making comments or asking questions that demonstrate preparation and/or insight; demonstrating the ability to listen and respond to others, and, most importantly, contribution to the overall learning process. It is possible to say a great deal while contributing little or nothing to the learning process. You may also earn participation points by bringing in a newspaper or magazine article that is relevant to a class discussion or lecture.

You are welcome to review the class role sheet and participation points awarded at the conclusion of every class to see if you were given appropriate credit.

MARSHALL GUIDELINES

Learning Goals

In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Description	Course Emphasis
1	Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises.</i>	High
2	Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions <i>so as to anticipate new opportunities in any marketplace.</i>	Low
3	Our graduates will demonstrate critical thinking skills, <i>so as to become future-oriented decision makers, problem solvers and innovators.</i>	High
4	Our graduates develop people and leadership skills to promote their effectiveness as <i>business managers and leaders.</i>	Low
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society.</i>	Medium
6	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social and intercultural contexts.</i>	Low

Add / Drop Process

Students may drop via Web Registration at any time prior to Friday, April 7th. Please note that if you drop after February 24th your transcripts will show a W for the class. Students may add the class as space becomes available via Web Registration through Friday, January 27th.

Last day to add classes or drop without a "W"

Friday – February 24th

Last day to change enrollment from P/NP to Letter Grade

Friday – February 24th

Last day to drop with "W"

Friday – April 7th

Retention of Graded Coursework

Graded work that has not been returned in class will be retained for two weeks after the semester before it is discarded. The final exam will be retained for one year after the end of the semester. Any other materials not picked up by the end of the semester will be discarded after final grades have been submitted.

Technology Policy

Laptop, tablets, mobile phones, internet, wifi usage is not permitted during academic or professional sessions. Upon request, all electronic devices in your possession (e.g., cell / smart phones, tablets, laptops, etc.) must be completely turned off and / or put face down on the desk in front of you. In addition, you will be asked to deposit your devices in a designated area in the classroom during exams. Take any critical communications outside the classroom – entering and exiting in the least disruptive manner.

Video recording of faculty lectures is not permitted due to copyright infringement regulations. Audio recording is only permitted if approved in advance in writing by the professor. All course material is copyrighted. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class and may not be reproduced, posted or distributed.

Recordings

No student may record any lecture, class discussion or meeting with the professor without the professor's 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. The professor reserves all rights, including copyright, to lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in this 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 with prior arrangements with DSP and the professor.

Statement for Students with Disabilities

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person. Please email me by February 2nd so we can set up a meeting and discuss accommodation requirements by February 10th. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

The Office of Disability Services and Programs (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. Students requesting academic accommodations are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible – again you must meet with me personally to discuss. Email me to set up the meeting and meet with based on the dates note above. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Statement on Academic Conduct and Support Systems

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, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while recommended sanctions are located in Appendix A.

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.

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards (<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct (<http://policy.usc.edu/scientific-misconduct/>).

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (<http://equity.usc.edu/>) or to the Department of Public Safety (<http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>). This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men (<http://www.usc.edu/student-affairs/cwm/>) provides 24/7 confidential support, and the sexual assault resource center webpage (sarc@usc.edu) describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute (<http://dornsife.usc.edu/ali>), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs (http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations.

Emergency Preparedness / Course Continuity

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

For additional information, you may use any of the following:

USC Emergency – (213) 740-4321
USC Emergency Information – (213) 740-9233
USC Information – (213) 740-2311
KUSC Radio – 91.5 FM

Schedule of Classes and Homework Assignments - to come

READ CHAPTER 1 IF YOU WANT TO GET TO DO SOME ADVANCE WORK. I DO NOT EXPECT YOU TO READ